



Ghana Education  
Service (GES)

# ESSENTIAL VALUES

## FOR GHANAIAN YOUTH

### HANDBOOK

*Draft for Pilot*



# ESSENTIAL VALUES FOR GHANAIAIAN YOUTH HANDBOOK



Ghana Education  
Service (GES)



## Table Of Contents

<b>Introduction</b>	<b>1</b>
<b>Session 0:</b> How to use this Handbook	<b>3</b>
<b>Session 1:</b> Understanding Responsible Citizenship	<b>7</b>
<b>Session 2:</b> Applying Responsible Citizenship	<b>12</b>
<b>Session 3:</b> Understanding Honesty to combat Misinformation	<b>16</b>
<b>Session 4:</b> Applying Honesty to Combat Misinformation	<b>20</b>
<b>Session 5:</b> Understanding Integrity	<b>24</b>
<b>Session 6:</b> Applying Integrity	<b>29</b>
<b>Session 7:</b> Understanding Diversity	<b>31</b>
<b>Session 8:</b> Applying Diversity	<b>36</b>
<b>Session 9:</b> Understanding Equity	<b>42</b>
<b>Session 10:</b> Applying Equity	<b>46</b>
<b>Session 11:</b> Understanding Discipline	<b>48</b>
<b>Session 12:</b> Applying Discipline	<b>52</b>
<b>Session 13:</b> Understanding Self-directed Learning	<b>55</b>
<b>Session 14:</b> Applying Self-directed Learning	<b>59</b>
<b>Session 15:</b> Understanding Adaptability	<b>62</b>
<b>Session 16:</b> Applying Adaptability	<b>67</b>
<b>Session 17:</b> Understanding Resourcefulness	<b>69</b>
<b>Session 18:</b> Applying Resourcefulness	<b>74</b>
<b>Session 19:</b> Understanding Leadership	<b>76</b>
<b>Session 20:</b> Applying Leadership	<b>81</b>
<b>Session 21:</b> Understanding Confidence Building	<b>83</b>
<b>Session 22:</b> Applying Confidence Building	<b>87</b>
<b>References</b>	<b>89</b>
<b>Annex</b>	<b>90</b>
<b>Appendices</b>	<b>94</b>
<b>Glossary</b>	<b>96</b>
<b>Acknowledgements</b>	<b>98</b>



# Introduction

The National Council for Curriculum and Assessment (NaCCA) has developed a new secondary education curriculum. It aims to ensure that all learners achieve their potential by equipping them with 21st Century skills, competencies, character qualities, and shared Ghanaian values. Ultimately, the curriculum will prepare learners to live a responsible adult life, further their education and enter the world of work.

This is the first time that Ghana has developed a Senior High School Curriculum which focuses on national values, attempting to educate a generation of Ghanaian youth who are proud of our country and can contribute effectively to its development. Shared Ghanaian values have been integrated into the curriculum to ensure that all young people understand what it means to be a responsible Ghanaian citizen.

These values include honesty, integrity, diversity, equity, self-directed learning, building Confidence, adaptability and resourcefulness, leadership and responsible citizenship.

Young people have created this Handbook for young people and aims to:

1. Highlight core values essential for the development and practice of young people.
2. Create a structured guide that assists young people in understanding and implementing these values in their lives.
3. Promote a culture of values-driven decision-making and behaviour among young people.
4. Help young people to understand and appreciate the correlation between shared national values and national development.

The Handbook features weekly activities and adopts a student-as-expert approach to allow learners to lead interactive sessions with their peers.

The sessions span the academic year from semester 1 to semester 2. There are 22 sessions covering up to 11 core values that will be studied for up to 16 weeks in each semester. Covering each value in two sessions will ensure the activities are not rushed so learners are able to understand the values and apply them as appropriate. Handbook sessions will be held concurrently with teachers' Professional Learning Community (PLC) sessions to ensure that learners are engaged while their teachers are attending PLC sessions.

The Ghana Education Service (NUGS) and the National Union of Ghana Students (NUGS), through the Youth Advisory Board, successfully facilitated the selection of writers for the Handbook, engaging learners from various second cycle schools with their chaperones and learners from tertiary institutions nationwide. The selection process ensured representation from Category A, B and C schools across all 16 regions, with at least two and at most four schools per region.

The Handbook covers 11 core values delivered in 22 sessions as follows:

1. Understanding Responsible Citizenship
2. Applying Responsible Citizenship
3. Understanding Honesty to combat misinformation.
4. Applying Honesty to combat misinformation
5. Understanding Integrity
6. Applying Integrity
7. Understanding Diversity
8. Applying Diversity
9. Understanding Equity
10. Applying Equity
11. Understanding Discipline
12. Applying Discipline
13. Understanding Self-directed Learning
14. Applying Self-directed Learning
15. Understanding Adaptability
16. Applying Adaptability
17. Understanding Resourcefulness
18. Applying Resourcefulness
19. Understanding Leadership
20. Applying Leadership
21. Understanding Building Confidence
22. Applying Building Confidence



## Session 0: How to use this Handbook

### Activity 1: Silent Reading (10 minutes)

Hello, young learners!

There is some exciting news for us! The key people in charge of education have worked hard to develop a new curriculum just for us. This new way of learning is designed to give us the best education possible; one that matches global standards. This means that no matter what we dream of becoming, a teacher, an artist, an engineer, a doctor or even a scientist, we will be well prepared for the future.

The most amazing thing about this curriculum is that it focuses on three important things:



**The Head** – It gives us knowledge, helping us understand subjects better and think critically.



**The Heart** – It teaches us values like honesty, respect and kindness, so that we grow to become not just intelligent but also good and ethical individuals.



**The Hand** – It helps us develop practical and technical skills so we can apply what we learn in real life.

But here is the best part - we, the young people, played a BIG role in shaping this. Students from Senior High Schools and universities came together to create a special handbook on values to guide us in becoming great leaders, problem solvers and responsible citizens. Values are the important beliefs and principles that guide how we act, treat others, and make decisions. They help us understand what is right and wrong and shape the kind of people we become.

While our teachers attend their Professional Learning Community (PLC) sessions, we will have the opportunity to participate in our own Value Learning Community (VLC) sessions. These sessions will be led by Peer Guides, two of our classmates who have been carefully selected and trained to help you explore and engage with this Handbook.

At the end of every session, we will have the opportunity to reflect on and give feedback on how engaged we felt about the session using these emojis.

1. 😄 2. 😊 3. 😡 4. ?



I feel excited about today's session.



I feel satisfied with today's session, although I needed more clarity on one or two activities.



I feel frustrated about some of the activities in the session.



I found the session unengaging.

Through discussions and activities, we will learn valuable lessons that will shape our character, decisions and interactions with others.

Now, let us begin by establishing our Ways of Working for our 90-minute sessions each week. These are guidelines that will help us create a respectful, engaging, and productive learning space for everyone.

## Activity 2: Think about this... (20 minutes)

- a) What are values?
- b) How many values are in this Handbook?
- c) What are the aims of the Handbook?
- d) How will any one of the values in the Handbook help you to become a good citizen?

(Peer Guide will take responses from 3-5 learners)

## Activity 3: Establishing Ways of Working (20 minutes)

Guidelines:

1. Ask learners to think quietly about what makes a good learning space. Encourage them to consider:
  - a. How should we treat each other?
  - b. What behaviours help everyone feel respected and included?
  - c. What will help us stay focused and make the most of our time together?
2. After five minutes, Peer Guides should invite responses from learners, ensuring that suggestions are framed positively. They should write these on the board, guiding the group to rephrase any negative statements into constructive ones. For example, instead of saying "Don't interrupt others," they can frame it as "Listen actively."
3. Once the class agrees on their final set of Ways of Working, write them on a poster card or flip chart.
4. All students sign or add their thumbprints as a commitment to following the agreed guidelines.
5. Display the VLC Agreement in the classroom as a reminder for future sessions.

### Activity 4: How many values can you find? (10 minutes)

There are over 20 values hidden in this word search, how many can you find in 10 minutes?

E	X	C	E	L	L	E	N	C	E	N	G	R	I	T	Z	R	T	J	E
Y	C	X	T	U	M	U	T	P	X	G	Q	P	C	Y	A	E	U	E	S
Z	T	R	E	S	O	U	R	C	E	F	U	L	N	E	S	S	M	D	O
K	F	I	R	E	S	I	L	I	E	N	C	E	T	Z	T	P	G	P	B
P	I	H	S	R	E	D	A	E	L	P	A	S	P	I	A	O	E	I	C
H	X	N	Y	R	M	O	S	Q	E	N	S	K	C	T	X	N	J	U	J
A	U	L	D	V	E	S	B	I	C	O	Q	E	H	G	N	S	R	K	W
R	Z	M	K	N	E	V	N	D	N	I	E	Y	R	E	L	I	Y	Y	D
D	G	Z	I	S	E	T	I	O	E	S	Q	I	S	H	O	B	T	P	I
W	H	R	F	L	E	S	C	D	D	I	V	S	C	S	Y	I	I	U	S
O	X	K	O	G	I	L	S	E	I	C	I	I	I	T	L	L	V	N	C
R	V	A	R	W	N	T	D	U	F	E	Q	T	S	I	Q	I	I	C	I
K	J	I	I	Y	T	U	Y	G	N	R	Y	E	B	I	L	T	T	T	P
H	T	L	E	T	T	H	L	F	O	P	N	A	N	I	O	Y	A	U	L
Y	W	E	F	I	P	U	Y	C	C	O	T	K	X	K	R	N	E	A	I
G	B	P	T	U	K	Z	O	T	H	P	Q	R	C	P	L	Q	R	L	N
H	Z	A	H	Q	V	E	C	N	A	R	E	L	O	T	X	Y	C	I	E
C	R	B	H	E	C	W	C	D	N	O	I	S	S	A	P	M	O	T	I
G	Z	A	T	O	Q	C	A	L	P	A	T	I	E	N	C	E	C	Y	Y
Y	T	I	L	I	B	A	T	N	U	O	C	C	A	M	U	Z	I	Q	B

### Activity 5: Guided Discussion (20 minutes)

Guidelines for Peer Guides:

- Facilitate the discussion using the prompts below.
- All learners should write their responses in their books.
- After each prompt, invite five learners to share their answers with the group.

Discussion Prompts:

1. Out of the over 20 values, which five do you hold most dear and why?
2. Now, narrow it down to three. Which ones would you choose and why?
3. If you had to pick just one value that is most important to you, which would it be, and why?

## Reflection (10 minutes)

1. Reflect on the activities from this session and identify one specific action you will take to ensure that this time for learning values is spent efficiently?
2. Indicate how excited you are about learning values by selecting one of the emojis below.
  1. 😁 I feel very confident about applying values in my life.
  2. 😊 I feel satisfied with today's session and I am fairly confident to apply value in my life.
  3. 😬 I do not feel confident enough to apply values successfully.
  4. ❓ I found the session boring so I am unable to apply values successfully.
3. Think about each of the 11 values and find its meaning in your own Ghanaian language before the next session.
4. Think of a patriotic song that is related to each value. The leader may ask learners to sing the song during the session on the value.



**Icebreaker:** The leader should ask everyone to stand or to be in an attentive position. As a class, sing the national anthem, "God Bless Our Homeland Ghana."

### Activity 1: Silent Reading (10 minutes)

Learners silently read the Purpose, What You Will Learn, How You Will Show What You Know, and the Nature of Responsible Citizenship.

#### Purpose

The purpose of this session is to instill a strong sense of Responsible Citizenship enabling us to become responsible citizens who contribute positively to our nation's development, unity and common good. This session is also aimed at developing a sense of pride and loyalty toward our country and to encourage us to actively participate in and contribute to the nation's development and unity.

#### What You Will Learn

Upon completing this module on Responsible Citizenship, we will be able to:

1. Understand and articulate the concept of Responsible Citizenship and its significance.
2. Identify and engage in daily activities that demonstrate Responsible Citizenship and promote national unity.
3. Recognize unpatriotic behaviours and apply civic virtues like respect, responsibility, empathy, and tolerance in everyday life.

#### How You Will Show What You Know

1. Explain the meaning and benefits of Responsible Citizenship across various settings—school, home, and community.
2. Identify patriotic and unpatriotic activities.
3. Engage in and organize civic and national events.

#### Nature of Responsible Citizenship

Being a responsible citizen means taking part in your community and society, knowing your rights and duties, and thinking about how your actions affect others. It means acting in ways that help everyone, respecting people, and following rules and laws. It also means feeling proud and loyal to your country.

## Activity 2: Think about this... (10 minutes)

What do you think it means to be a responsible citizen, and how do you think this session will help you to practice that based on your reading? (Peer Guide will take responses from 3-5 learners)

## Activity 3: Discussion (30 minutes)

### Guidelines for the Leader

1. Write numbers ( 1, 2, 3, 4, 5, 6, 7, 8, 9, 10) on small pieces of paper. Fold each paper and place it in a box or container.
2. Ask one person (first player) in the class to pick a paper from the box.
3. The number on the paper corresponds to the number of one of the ten opinion items below. The player reads the opinion item aloud, chooses a response and explains their reasoning to the class.
4. After explaining their reasoning, the player chooses another classmate to pick the next paper from the box.
5. Continue the activity until all 10 the numbers have been picked.
6. Allow for a class discussion after each response to encourage participation and deeper understanding.

Respond to the item that corresponds to your selected number and remember to give a reason for your response.

### Opinion items on Responsible Citizenship

- 1) Learners should always stand for the national anthem.  
a. Strongly agree      b. Agree      c. Neutral  
d. Disagree      e. Strongly Disagree
- 2) Wearing traditional attire to school once a week should be mandatory.  
a. Strongly agree      b. Agree      c. Neutral  
d. Disagree      e. Strongly Disagree
- 3) Every learner should participate in community service once a month.  
a. Strongly agree      b. Agree      c. Neutral  
d. Disagree      e. Strongly Disagree



4) The national flag should be displayed in every classroom.

a. Strongly agree      b. Agree      c. Neutral      d. Disagree      e. Strongly Disagree

5) It is appropriate to identify yourself as a citizen of a different country when a politician fails you.

a. Strongly agree   b. Agree      c. Neutral      d. Disagree      e. Strongly Disagree

6) Writing on tables, chairs and walls is just normal school life; it has nothing to do with being patriotic.

a. Strongly agree   b. Agree      c. Neutral      d. Disagree      e. Strongly Disagree

7) Eating Ghanaian foods and using Ghana-made products is “too local”.

a. Strongly agree   b. Agree      c. Neutral      d. Disagree      e. Strongly Disagree

8) Promoting and participating in national holidays and celebrations strengthens our national identity.

a. Strongly agree   b. Agree      c. Neutral      d. Disagree      e. Strongly Disagree

9) Learning about Ghana’s history and heroes in school is essential for developing a Responsible Citizen.

a. Strongly agree   b. Agree      c. Neutral      d. Disagree      e. Strongly Disagree

10) The portrayal of Ghana in international media influences my feeling of pride in my country.

a. Strongly agree   b. Agree      c. Neutral      d. Disagree      e. Strongly Disagree

## Examples of Responsible Citizenship outside The School

### Activity 4: Group Activity (30 minutes).

Read the scenario below carefully and silently and discuss the prompts that follow.



The Nafedu community is renowned for its strong tradition of communal labor. Last Saturday, they rallied for a vital task—to clear the choked gutters that marred their otherwise beautiful surroundings. Yaa, demonstrating her commitment to her community, woke up early to join others to clean the environment. Upon her arrival, she noticed Kwamena sitting idly under a tree. Curious, she approached him to ask why he was not participating. With a shrug, he replied, “The Zoomlion workers are paid to manage that.”

#### Guidelines

1. In groups of fives discuss the prompts that follow.
2. Peer guides should read the prompts, allow learners the time to think about each prompt and share their responses in their groups.
3. Learners are called out at random to present their group’s responses.



## Questions

1. Kwamena believes that paid workers should handle tasks like cleaning gutters. Do you agree or disagree? Justify your answer. What are the advantages and disadvantages of this viewpoint? How might this attitude affect the community's spirit and environment?
2. In what ways can taking part in community service shape a person's character and civic responsibility? Reflect on a time when you participated in a similar activity and how it made you feel.
3. Reflect on how schools can promote similar values of community service and Responsible Citizenship. What kinds of activities or programs could be introduced in schools to encourage learners to take pride in and contribute to their communities?
4. Responsible Citizenship is often associated with flags and national anthems. How can everyday actions, like community service, be a practical expression of responsible citizenship? Discuss how these actions align with patriotic values.

## Reflection (10 minutes)

1. Reflect on the activities from this session and identify one specific action you will take to promote responsible citizenship.
2. Indicate how you feel about this session by selecting one of the emojis below.
  1. 😄 I feel excited about today's session.
  2. 😊 I feel satisfied with today's session, although I needed more clarity on one or two activities.
  3. 😞 I feel frustrated about some of the activities in the session.
  4. ❓ I found the session unengaging.
3. Identify a friend to observe your behaviour during the week and report on how you applied the principles in responsible citizenship as discussed in session 1.



### Activity 1: Nature of Responsible Citizenship in Practice (15 minutes)

Learners review the session on Understanding Responsible Citizenship using the questions below.

1. What is Responsible Citizenship?
2. Identify five ways in which you can demonstrate Responsible Citizenship.
3. Share one way in which your friend demonstrated Responsible Citizenship.

**Leader calls 2-3 learners to share their answers for feedback from their peers**

### Activity 2: Picture Association (15 minutes)

#### Prompts

1. Describe each of the pictures below.
2. Determine whether the action shown in the picture is a patriotic act. Provide a justification for your response.
3. Which of the activities will you like to undertake and why?
4. How do the pictures you have seen affect your society?

**Goal:** Learners analyse each photo and discuss what makes an act patriotic or unpatriotic.



PICTURE 1



PICTURE 2



PICTURE 3



PICTURE 4



PICTURE 5

### Activity 3: Role Play this famous speech by Colonel Ignatius Kutu Acheampong (30 minutes)

Colonel Ignatius Kutu Acheampong was a military leader in Ghana who served as the Head of State and Chairperson of the Supreme Military Council from 1972 until 1978. Acheampong's regime was marked by both ambitious socio-economic initiatives and controversies surrounding governance and human rights. One of his most notable policies was the "Operation Feed Yourself" program, which aimed to make Ghana self-sufficient in food through increased agricultural productivity. This initiative had mixed results but was significant in shifting focus to agriculture in Ghana's economy. Acheampong also led an "Africanization" of the economy, which involved increasing Ghanaian ownership and control over businesses.

Colonel I.K. Acheampong's directive for former government officials and military officers to report to the nearest police station marked a pivotal moment in Ghana's history. Below is an excerpt from his speech:

Fellow Ghanaians,

...We have come to realize that some of our past leaders and officials have abused their positions and engaged in corrupt practices... They have exploited our country and its resources for their own benefit.

...I am hereby directing that all former government officials, ministers, and military officers who served in the previous regimes report to the nearest police station within 24 hours... They will be required to declare their assets and account for their stewardship.

...Those who fail to comply will be considered fugitives and will be dealt with accordingly.

...We are determined to root out corruption and abuse of power in our country... We will not tolerate any acts of indiscipline and corruption.

#### Discussion:

1. How will the directive from Col. Acheampong affect how people think about accountability and governance?
2. What are some advantages and disadvantages of such an approach in fostering integrity and trust in government institutions?

#### NOTE:

The leader should facilitate the discussion and provide a summary of the key points raised in the discussion.

### Activity 4: Project Activities on Responsible Citizenship

#### Creativity corner (20 minutes)

Craft a patriotic message, song, or quote that will encourage your colleagues to be patriotic in the class, in the school, and in the community.

## Reflection (10 minutes)

1. Reflect on the activities from this session and identify one specific action you will take to promote responsible citizenship. Share one thing you would do differently now with the knowledge you have gained from this session.
2. Indicate how confident you are about applying this value by selecting one of the emojis below.
  1. 😄 I feel very confident about applying the value.
  2. 😊 I feel satisfied with today's session and I am fairly confident to apply the value in my life.
  3. 😬 I do not feel confident enough to apply the value successfully.
  4. 🤔 I found the session boring so I am unable to apply.
3. Identify a friend to observe your behavior during the week and report on how you used Responsible citizenship.



### Activity 1: Silent Reading (10 minutes)

Learners silently read the Purpose, What You Will Learn, How You Will Show What You Know, and the Nature of honesty/combating misinformation.

#### Purpose

The purpose of this session is to prepare us to critically examine the accuracy of any information, build reputation and ensure integrity. Additionally, this session aims to promote accountability, uphold high ethical standards and to identify and address misinformation.

#### What You Will Learn

Upon completing this session, we will be able to:

1. Demonstrate understanding of the importance of honesty and the dangers of misinformation.
2. Distinguish between facts and opinions and evaluate source accuracy and reliability.
3. Uphold academic integrity by avoiding plagiarism (the act of taking another person's work or ideas and presenting them as one's own) and adhering to ethical standards in information presentation.

#### How You Will Show What You Know

1. Learners can make a commitment to academic integrity by signing the Academic Honour Code.
2. Learners will show proficiency in citing academic references.
3. Learners can determine the factual accuracy of information and make well-reasoned judgments.

#### Nature of Honesty/Combating Misinformation

##### Riddle- Riddle

I am a cherished value, essential in every phase. In court, people swear by me. Without me, societies crumble and fray. All virtues draw strength from my embrace. Honest people use me in all they do. I begin with the letter 'T'. Who am I?

Honesty as a value means being honest, transparent, and sharing correct information with others. It involves telling things as they really are and being straightforward in personal life, school, or work. It also means understanding the importance of honesty.

In school, honesty helps build good behaviour, integrity, and strong relationships among learners. It means being honest in schoolwork, respecting others' ideas and not cheating or copying. Honesty also plays a part in how we behave with each other, encouraging honesty in friendships and interactions. It also involves being able to tell what is true by checking facts, thinking critically, and having discussions based on evidence.



**Combating misinformation** means stopping false or incorrect information from spreading and making sure people have the right facts. This can be done by checking if information is true before sharing it, using trusted sources like books, experts, or news websites, and helping others understand how to tell the difference between true and false information. It's important because wrong information can confuse people and cause problems, so we need to be careful about what we believe and share.

## Activity 2: Think about this... (10 minutes)

What do you think it means to be an honest person, and how do you think this session on honesty will help you to practice honesty, based on your reading. (Peer Guide will take responses from 3-5 learners)

## Activity 3: Examples of Honesty (15 minutes) -Scenario

In the quiet examination room, Blessing had to make a tough choice. As he read through the questions, he realized they covered topics he hadn't studied. Around him, some classmates quietly swapped answers. In that moment, he gave in and joined them, even though he usually didn't believe in cheating.

However, after the exam, the weight of guilt pressed down on him. When the school authorities, suspicious of the unusually high scores, investigated, Blessing could not hide anymore. He confessed to his actions, telling the truth about his involvement in the cheating.

Although he faced consequences for his actions, Blessing felt a sense of relief from his guilt. His honesty led to discussions among staff and learners about the importance of integrity. Although he faced disciplinary actions, Blessing's candidness transformed him into an unexpected advocate for honesty, challenging both himself and his peers to contemplate the real value of success and the significance of honesty.

### Instruction: Peer Guides will lead this discussion with the entire class.

Task- State with a reason why you agree or disagree with the statements below.

1. Maintaining one's integrity is more important than achieving success in an exam, even if it results in failure. (Agree/ Disagree)
2. It is justifiable to engage in examination malpractice when you see others doing it and the risk of getting caught is low. (Agree/ Disagree)
3. The consequences of failing an exam honestly are less severe than the potential long-term consequences of succeeding through malpractice. (Agree/ Disagree)

## Activity 4: An Example of Honesty in School (25 minutes)

### Information Corner

**Read and practice this in class.**

Referencing, often called citing, means giving credit to the sources you use in your school or professional writing. It's a way to show where you got your ideas, information or words that are not your own. One common style used in Ghana is called APA style. APA is an acronym for American Psychological Association.

In APA style, in-text citations are used to give credit to sources of information and ideas. They appear within the body of your essays to let readers know that you are citing another source. In-text citations typically include the author's last name and the year of publication and if directly quoting, the page number or paragraph number. (Such citations should also be identified in full in a list of references at the end of the text.)

### Types of In-Text Citations

1. Narrative Citations: In narrative citations, the author's surname is incorporated into the text as part of the sentence and the year follows in parentheses. Example: Smith (2020) argues that strategic planning is essential for organizational success. For two authors, use both names every time: Agbozo and Spasso (2019), Osmanu & Amin (2023), etc. For three or more authors, use the first author's last name followed by et al.: Yeboah et al. (2020).
2. Parenthetical Citations: In parenthetical citations, both the author's name and the year of publication appear within parentheses. Example: Strategic planning is considered essential for organizational success (Smith, 2020).

### When to Use

1. Narrative Citation: Use this format when you want to highlight the author's work as a significant source or when the author's authority on the subject enhances the credibility of your argument.
2. Parenthetical Citation: Use this format when the information or idea is more important than its specific source, or when you cite multiple sources in one sentence.
3. No Author: If no author is available, use a shortened title of the work in quotation marks and the year: ("Study Finds," 2020).



## Activity 5: Identify and Classify In-Text Citations (20 minutes)

**Guideline:** In groups of fives discuss the paragraphs that follow and identify the types of citations used.

### Paragraph 1:

As Amoah and Korle (2020) highlight, the impact of deforestation in Ghana is becoming increasingly alarming. This is supported by reports showing a marked decline in forest cover, which has decreased significantly over the past decade (Crawford & Botchway, 2019). These changes have serious consequences for local biodiversity and rural communities that rely on forests for their livelihoods and resources.

### Paragraph 2:

Research has demonstrated that early literacy experiences are crucial for later academic success (Brown & Lee, 2015). According to Owu-Ewie and Eshun (2019), engaging children in reading activities from a young age can dramatically improve their language accepting skills and reading proficiency.

### Paragraph 3:

Water pollution can lead to serious health issues. In Ghana, “drinking water is obtained “from a variety of sources depending on the availability of pipe-borne water, surface water... and rainwater” (Yeboah et. al., 2022, p.157). Initiatives to clean up water sources have shown promising results in several communities (Cobbinah, et. al., 2019).

### Guiding Questions

1. What type of citation was used in paragraph 1?
2. Identify the type of citation used in citing "Brown & Lee, 2015".
3. Discuss why parenthetical citations were used throughout paragraph 3.

## Reflection (10 minutes)

1. Reflect on the activities from this session and identify one specific action you will take to promote honesty and the sharing of accurate information.
2. Indicate how confident you feel about applying the concepts of honesty or the relevance of honesty using one of the emojis below.
  1. 😊 I feel very confident about applying the value.
  2. 😊 I feel satisfied with today's session and I am fairly confident to apply the value in my life.
  3. 🤔 I do not feel confident enough to apply the value successfully.
  4. 😊 I found the session boring so I am unable to apply the value.
3. Identify a friend to observe your behavior during the week and report on how you applied the



### Activity 1: Recap of previous session on applying honesty to combat Misinformation (15 minutes)

Share one way in which your friend used the value you discussed in Part 1 of the session on the Value: Honesty/Combating Misinformation.

### Activity 2: Misinformation Trail (30 minutes)

Read this story carefully and look for words and techniques that relate to misinformation and fact-checking. Pay attention to how people ensure that information is true, whether it is from traditional media like TV and radio or on social media.

In the small town of Brodibeyedru, a rumour started that the government had sold land to foreign companies, and people would soon be forced to leave. The land was important because it was fertile and a key source of food for the country. The rumour began after a YouTube video called “The End of Brodibeyedru” was posted by a blogger known as “The Fact Man.” His goal was to use click bait to get more people to watch his video. Even though the video was satire, using exaggeration for laughs, many people believed it was real.

The situation got worse when a local newspaper published a doctored image that showed officials shaking hands with foreign visitors. The picture was actually taken years ago during a school donation but was edited to look suspicious. A biased source that disliked the government claimed the rumour was true and used sponsored content to spread it further. False quotes were attributed to local officials, adding to the conspiracy theories. Finally, some curious residents decided to investigate the facts and discovered that the stories were just hoaxes and satire. This event taught the people of Brodibeyedru the importance of fact-checking and recognizing when stories are meant to be funny or fake before believing or sharing them.

#### Guidelines

Peer Guide facilitates a discussion based on the story (allowing 3-5 people to share on each of the following prompts).

1. What is misinformation?
2. List some new terms associated with spreading misinformation.
3. Share a story that you heard and probably even spread, only to find out that it was not true.

*Click on this link to view articles that were initially misleading and have since been clarified by Fact Check Ghana.*

### Activity 3: Consequences of Misinformation (25 minutes)

Years ago in Ghana, an SMS was widely circulated claiming that an earthquake was imminent. This caused significant panic, with many people fleeing their homes for safer locations and staying up all night. The next day, it was revealed that the message was a hoax. This incident provides an example of the potential consequences of misinformation.

#### Task for the learners (Leader facilitates this discussion)

1. Discuss the emotional, physical and economic impact this misinformation could have on individuals and the community.
2. Discuss how different sources like social media, SMS, news media and official statements can change how reliable information seems. Which sources do you trust more and why?
3. Share why it's important to check information with multiple reliable sources before accepting it as true.
4. Should there be laws against spreading false information on purpose, especially if it causes public fear or panic? Let's discuss your opinions.

#### Project Activities on Honesty/ Combating Misinformation

### Activity 4: Introducing an Honesty Assessment Sheet (10 minutes)

The honesty assessment sheet is a simple tool that helps you verify the information you hear, read, or share every day. For 30 days, you will fill out this sheet to remind yourself to think carefully before believing or spreading any news or stories.

#### What the assessment does:

- It helps you practice checking facts and being sure about what is true or false.
- It teaches you to ask questions and look for reliable sources.
- It encourages you to be honest and thoughtful in what you do.

**About the Honour Code:** Once you've completed your daily honesty assessment sheet, you will sign an Honour Code. This code is your promise to stay committed to honesty in everything you do, both in school and outside. By signing it, you show that you are serious about checking facts, being honest and making sure that what you share is true whether in or outside school. This step helps build trust and integrity among you and your classmates. Your signed Honour Code would be put on your transcript.

**Learners mark(✓)an honesty assessment sheet or card at the end of every day.**

Name:

Month:

**Level:**

**Sign:**

[illegible]

## Honour Code

I ..... by this code of honour pledge to be honest and verify every piece of information before sharing it. I will not engage in slander/misinformation, and I will consciously avoid plagiarism.

Signed .....

Date .....

## Reflection (10 minutes)

1. Reflect on the activities in this session and share one thing you will do to promote the value: "Honesty/Combating Misinformation."
2. Indicate how confident you feel about upholding this value using one of the emojis below.
  1. 😄 I feel very confident about applying the value.
  2. 😊 I feel satisfied with today's session and I am fairly confident to apply the value in my life.
  3. 😐 I do not feel confident enough to apply the value successfully.
  4. 🤔 I found the session boring so I am unable to apply the value.



### Activity 1: Silent Reading (10 minutes)

Learners silently read the Purpose, What You Will Learn, How You Will Show What You Know, and the Nature of Integrity.

#### Purpose

The purpose of this session is to reach a deeper understanding of integrity and its role in developing Ghana. We are expected to understand why it is important to do the right thing, especially in difficult situations. Additionally, this session aims to guide us toward taking the right actions, whether under supervision or not.

#### What You Will Learn

Upon completing this session on integrity, we will be able to:

1. Understand the importance of integrity.
2. Apply rules of integrity in our daily activities.
3. Evaluate actions based on the extent to which they demonstrate integrity.

#### How You Will Show What You Know

1. Explain the concept of integrity.
2. Create a personal code of conduct that reflects integrity.
3. Make ethical decisions.

#### Nature of Integrity

Integrity means doing the right thing even when no one is watching. It involves respecting rules, regulations and accepted behavioural standards. People with integrity are honest, trustworthy and stay true to their values, even in challenging situations. Integrity can be practiced personally, in school and in broader community settings. The following activities are designed to illustrate these concepts:

### Activity 2: Think about this... (10 minutes)

What do you think it means to be a person of integrity, and how do you think this session will help you to practice that based on your reading. (Peer Guide will take responses from 3-5 learners)

### Activity 3: The 'TO' & 'OVER' Game (15 minutes)

Based on your understanding of integrity, complete the blank spaces with words that reflect what someone with integrity does and explain your reasoning. For example, someone with integrity commits to character over personal gain.

Here are some key words you can use (hard work, dishonesty, lateness, manners, self-interest, decency, procrastination, self, justice, advantage, growth, convenience, favouritism, integrity, desire, generosity and authenticity)

**When called upon by your Peer Guide, briefly explain the reasons behind your word choices to the entire class.**

A person of integrity commits TO:

1. .... **over** comfort
2. Fairness **over** .....
3. .... **over** fame
4. Duty **over** .....
5. .... **over** greed
6. .... **over** .....

### Activity 4: Integrity Trail (15 minutes)

This activity will help us understand how to apply integrity in real-life situations and make good decisions based on it.

#### **Guidelines:**

1. Learners break into small groups of 5.
2. Each group picks a scenario written on a folded paper from a box.
3. Each group has 5 minutes to read and talk about the scenario with their group.
4. The group will decide what action to take at each decision point in the scenario. They must explain to the entire class why their choice is based on integrity.
5. For each scenario, a decision pathway is based on the choices- Report, Ignore, Confront.
  - Report: Tell the right authority about the issue.
  - Ignore: Do nothing about it.
  - Confront: Face the situation directly, calmly and ensuring respect for all parties involved. Focus on solving problems together, not fighting.
6. After each group presents its decisions, the group can give feedback or share other ways they would handle the situation. We will then talk about what might happen with different decisions.

## Example Scenario:

**Scenario 1:** You and your sibling found a wallet with money on the street.

- **Report:** You could take the wallet to the nearest police station or inform the rightful owner if you can find them. This shows honesty and responsibility.
- **Ignore:** You could decide to keep the money for yourselves and pretend you didn't find anything. This isn't a choice that reflects integrity.
- **Confront:** You could try to find the person who lost the wallet and return it to them directly, using clues such as an ID, or complementary card in the wallet or even a photo. This would show that you value honesty and fairness.

In your group, decide which action you would take and explain why.

***With this example, let's look at the scenarios below***

### **NOTE:**

The leader calls one or two groups to present their work

1. You pass a store and notice a friend stealing. (Report, Ignore, Confront)
2. You encounter someone being bullied in a public park. (Report, Ignore, Confront)
3. You notice a friend sharing someone else's personal photos online without their permission. (Report, Ignore, Confront)
4. A classmate offers you answers to a major test in exchange for help with a project. (Report, Ignore, Confront)
5. You see a group of friends throwing rubbish into a local river despite the no-littering signs. (Report, Ignore, Confront)
6. On a bus, you see a weak older person standing while a younger person is seated. (Report, Ignore, Confront)
7. You are in a school competition and you notice a teammate cheating to get ahead. The team could win a prize if no one gets caught. (Report, Ignore, Confront)

Activity 5: (Learners silently read this story about a boy who demonstrated Integrity. A volunteer should read the story to the class and discuss it using the prompts provided below) (30 minutes)



## The Empty Pot

### Story by Demi (Summarized for Educational Purposes)

Once upon a time, in ancient China, there was a kind and wise emperor who had no children. He decided that it was time to choose a successor. To do so, he called upon the children of his kingdom and gave each of them a seed. He asked them to plant the seed, care for it, and return in one year with the best plant they could grow. The child who presented the most beautiful plant would become the new emperor.

A young boy named Ping loved gardening. He took great care of his seed, watering it every day and making sure it had enough sunlight. But no matter how hard he tried, the seed didn't grow. Ping was sad, but he didn't give up. He knew he had been honest in caring for the seed, so he decided to present his empty pot to the emperor.

When the children returned to the palace, each child had brought a beautiful plant. Ping felt embarrassed standing with his empty pot. He was afraid he would be laughed at for his failure.

The emperor called each child forward to show their plant. When Ping stepped forward with his empty pot, the emperor smiled. He explained that the seeds he had given to the children were all boiled, making them impossible to grow. The emperor had been testing the children's honesty and integrity.

Because Ping had been truthful and brave enough to admit that his plant had not grown, he was chosen as the new emperor. The emperor declared that Ping's honesty was the most important quality of all. The moral of the story is that integrity is more important than anything we can achieve by lying. By choosing honesty, Ping showed that true leaders are those who act with courage and truthfulness, even when it's hard.

After the class has read and listened to the story of "The Empty Pot," the peer guide should guide the learners in a discussion about the moral lessons. Here is how to lead the discussion:

1. Start by asking the class what they think the story is about and what the central lesson might be. Encourage learners to share their initial thoughts about the story's events and characters.
2. Facilitate a discussion with the entire class on the moral of the story.

### Guiding Questions-

1. What does this story tell us about the importance of being honest, even when we might not get the result we hoped for?"
2. Relate the Story to Real Life: Think of a time when you had to make a choice between being honest and taking the easy way out. Example: "Have you ever been in a situation where you had to choose between telling the truth or telling a lie? How did you feel afterward?"
3. What can we learn from Ping's story that will help us in making decisions with integrity?"
4. Share (one) 1 way can demonstrate integrity.

## Reflection (10 minutes)

1. Reflect on the activities from this session and identify one specific action you will take to promote integrity.
2. Indicate how confident you feel about applying integrity using one of the emojis below.
  1. 😄 I feel very confident about applying the value.
  2. 😊 I feel satisfied with today's session and I am fairly confident to apply the value in my life.
  3. 😬 I do not feel confident enough to apply the value successfully.
  4. 🤔 I found the session boring so I am unable to apply the value.
3. Identify a friend to observe your behaviour during the week and report on how you applied integrity.



### Activity 1: Recap of previous session on Integrity (20 minutes)

Share one way in which your friend used the value you discussed in the session on Understanding Integrity.

### Activity 2: Class integrity Wall (30 minutes)

An integrity code describes how we would practice integrity in school. An example of an integrity code is “As a person of integrity, I will not be late to class”. People of integrity commit to their integrity code.

#### Guidelines.

1. Leader attaches a large piece of cardboard to the classroom wall or chooses a section of the classroom board to create the Class Integrity Wall.
2. The class is divided into ten random groups.
3. Each group discusses and decides on a proposed integrity code within 10 minutes. Some examples could be, “We will always tell the truth,” “We will not cheat during tests.”
4. One or two groups are selected to present the proposed code to the class for a vote.
5. After all the presentations, the class will vote. If most people agree with a rule, the group writes their integrity code on the cardboard or on the board.
6. All learners commit to abide by the established class integrity codes displayed on the board.

### Activity 3: Class Ethics Board Project (30 minutes)

An ethics board is a group of individuals that ensure that members of the class practice the values they have committed to. The class should form an ethics board as a project.

#### Guidelines

1. **Establish Integrity Codes:** Begin by collaboratively developing a set of integrity codes with the class. These codes should outline specific behaviors that demonstrate honesty, fairness, and ethical conduct.
2. **Agree on Consequences:** Once the integrity codes are established, the class will agree on appropriate consequences for any violations of the codes. The consequences should be fair, consistent, and aim to encourage reflection and improvement.
3. **Form the Ethics Board:** The class will form an Ethics Board, a group of learners responsible for ensuring that the integrity codes are upheld. The board members will be chosen based on their commitment to maintaining a high standard of ethical behavior and their ability to facilitate discussions.
4. **Ethics Board's Role:** The Ethics Board will regularly monitor adherence to the integrity codes and provide weekly reports to the class. These reports will assess how well the class is following the codes, highlight any violations, and suggest actions for improvement.

5. **Enforce Consequences:** Any student who breaches an integrity code will face the predetermined consequences. These consequences will be applied fairly, ensuring accountability while also offering opportunities for learning and growth.

## Reflections (10 minutes)

1. Reflect on the activities from this session and identify an action you will take to promote integrity.
2. Indicate how confident you feel about applying integrity using one of the emojis below
  1. 😊 I feel very confident about applying the value.
  2. 😊 I feel satisfied with today's session and I am fairly confident to apply the value in my life.
  3. 😊 I do not feel confident enough to apply the value successfully.
  4. ? I found the session boring so I am unable to apply the value.



### Activity 1: Silent Reading (10 minutes)

Learners silently read Purpose, What You Will Learn, How You Will Show What You Know, and the Nature of Diversity

#### Purpose

In this session, we'll learn about how to appreciate and respect the different backgrounds of people around us. This includes understanding religious, cultural and personal differences. We'll explore ways to create an inclusive environment where everyone feels valued, and conflicts are reduced.

#### What You Will Learn

**Upon completing this session, we will be able to:**

1. Demonstrate knowledge and understanding of diversity.
2. Develop communication skills to effectively and respectfully engage with individuals from different backgrounds and contribute to discussions confidently.
3. Exhibit skills in conflict resolution and problem-solving within diverse environments to promote harmony and understanding.

#### How You Will Show What You Know

1. Explain the concept of diversity.
2. Engage effectively and respectfully with individuals from diverse backgrounds.
3. Apply appropriate conflict resolution strategies to address disagreements, promoting understanding and peace.

#### Nature of Diversity

Diversity means recognizing and valuing the differences among people, including their backgrounds, cultures, and perspectives. It's about creating an inclusive environment where everyone is respected and appreciated for their uniqueness. In Ghana, our diversity is a strength - despite having many ethnic groups, we are known for our hospitality and united efforts toward common goals.

In schools, embracing diversity helps learners learn about different cultures, traditions and languages. This exposure builds tolerance, respect and acceptance, contributing to a peaceful school atmosphere. Understanding diversity also encourages personal growth and helps learners develop empathy and an open-minded view of the world.

## Activity 2: Think about this... (10 minutes)

What do you think diversity means? And how do you think this session will help you to practice that based on your reading? (Peer Guide will take responses from 3-5 learners)

## Activity 3: Diversity Polls (15 minutes)

### How to play

1. The peer guide reads the statements (e.g. "I have never made fun of someone's accent.")
2. Members of the class respond by raising their hands, standing up, or moving to a designated area if they have engaged in the behaviour.
3. The Peer Guide should conduct a poll for the various activities.
4. After the poll the leader and the class identify:
  - a) The activities with the most votes
  - b) The activity with the least votes
  - c) The activities which are discriminatory
  - d) The activities which are inclusive

### NOTE:

Learners must defend their answers)

5. Peer guides lead the class to discuss other activities which are discriminatory and inclusive

### Read the following to conduct the poll

1. I have never made fun of someone's accent.
2. I have never made assumptions about someone based on their appearance or skin color.
3. I have never helped a person with a disability.
4. I have never laughed at someone because of their test results.
5. I have never insulted someone because of their tribe.
6. I have never laughed at someone because of their height or weight.
7. I have never laughed at someone because they didn't have money in school.
8. I have never mocked someone's surname.

## Discussion

### Which of the behaviours:

- 1) a) Had the largest number of votes?  
b) In what way does this behaviour demonstrate diversity?
- 2) a) Had the lowest number of votes?  
b) In what way does this behaviour demonstrate or does not demonstrate diversity?

## Activity 4: Diversity Detectives (30 minutes)

### How to play

1. Write information about yourself on a piece of paper, including your favourite subject, sex, height, hobby and one unique thing about you that most people recognize. A template (Diversity Detectives) is provided below.
2. You must write your name at the bottom left corner of the paper
3. The peer guide shuffles the papers in a box, bowl or container by shaking the container.
4. The Lead chants for the class to respond before opening the selected paper.

### Game Chant

Leader: "Detectives, Detectives!"

Learners: "Diversity Detectives, on the case!"

Leader: "Detectives, Detectives!"

Learners: "Unravel the clues so we reveal the truth!"

5. You have 30 seconds to guess who has been described (feel free to adjust the time)
6. The Peer Guide should pick at least 5 papers and read them aloud (feel free to select some more if there is enough time to do so).
7. The Peer Guide should randomly select learners to share their reflections on the questions provided at Step 2 (preferably learners who barely speak in class).

### NOTE:

- a) The Peer Guide should let the class know if a response is right or wrong. If it's wrong they should tell them who it is by mentioning the name on the bottom left corner of the paper.
- b) When the facilitator reads the description, if you think it is you, remain silent so that your classmates can guess.

## Diversity Detectives Template

### Step 1.

Use this template to help you describe yourself by filling in the blanks on a sheet of paper.

I am a .....(complexion: dark or fair) .....(sex: boy, girl) from.....(hometown). My favourite food is ..... and I love .....(subject you like) I am.....(height: tall or short) and.....(my favourite hobby is). One unique thing about me is .....

For example,

I am a dark person. My favourite food is fufu with light soup and I love maths. I am the tallest in class. One unique thing about me is that I enjoy dancing, even in my wheelchair.

### Step 2

Discuss the following:

1. What unique things about some of your classmates did you identify when the clues were read?
2. What do you think your sitting partner wrote on their paper (was your guess right?)
3. In what ways can you demonstrate appreciation for the different and unique people in your class

## Examples of Diversity Outside School

### Activity 5: Diversity Scattergories (15 minutes)

#### How to play

1. The Peer guide mentions any of the categories in the table below at random
2. Learners must write examples in the category mentioned starting with the letters depicted.
3. The learner who finishes first must shout “scatter” and everyone stops
4. The learner must mention his or her example. The class then verifies the accuracy of the example.
5. If the answers are correct, the learner can choose a friend or another learner who will not participate anymore or is out of the game. (Note: if learner doesn't get everything correct the game continues but learner is out of the game)
6. The game continues until categories are finished.
7. After the Diversity Scattergories game, the leader should lead a quick discussion with the questions provided below.



## Diversity Scattergories

### Game Chant

Leader: Scattercategories

Learners: Which Diversity category

Leader: Scattercategories.... (mention any category)

### NOTE:

Remember to use the game chant before mentioning a category

CATEGORIES	EXAMPLES				
	F	E	D	B	G
TOWNS IN GHANA	Fumesu	Elimina	Dansoman	Bubuaahsie	Gomoa
NAMES OF GIRLS			Dede		
NAMES OF BOYS		Elikem			
LANGUAGES IN GHANA				Bimoba	
EXAMPLES OF FOODS	Fufu				
CULTURE RELATED					Gahu Dance
GHANAIAAN TRIBES		Ewe			

### Discussion on Scattergories

1. Review the answers from the Diversity Scattergories game, highlighting any interesting or surprising examples
2. Explain how this game makes you appreciate diversity
3. Describe any myths or discriminatory statements you have heard about yourself concerning your identity or others concerning their identity and how you have overcome these experiences or encouraged others to overcome them.

### Reflection (10 minutes)

1. Reflect on the activities from this session and identify an action you will take to promote Diversity.
2. Indicate how confident you feel about applying diversity using one of the emojis below
  1. 😊 I feel very confident about applying the value.
  2. 😊 I feel satisfied with today's session and I am fairly confident to apply the value in my life.
  3. 😊 I do not feel confident enough to apply the value successfully.
  4. ? I found the session boring so I am unable to apply the value.
3. Identify a friend to observe your behaviour during the week and report on how you applied the value of diversity.



### Activity 1: Recap of previous session on Diversity (20 minutes)

Share one way in which your friend used the value you discussed in session 7.

### Activity 2: Honourable's Hot Seat (30 minutes)

Description: This activity will help us understand the experiences of people who may have different abilities or face unique challenges. Through storytelling and respectful conversations, we can learn more about each other's strengths and differences. The goal is to have a classroom where everyone feels respected, supported and valued.

At the end of this activity we will be able to appreciate the journey of other colleagues with special needs and show compassion and encouragement to them.

#### Summary

In this activity, a volunteer shares a story about living with a disability or unique ability. The volunteer is interviewed by the leader and classmates. The class will listen, ask questions respectfully and learn how they can help make the classroom a welcoming and supportive place. At the end of the activity, the entire class would read a poem of encouragement and appreciation to the volunteer.

#### NOTE:

If no volunteer is available, stories of notable individuals with diverse abilities can be shared.

#### What You Need for the Activity

1. A seat you will call "The Hot Seat"
2. A volunteer with lived experience (if comfortable)

#### How to Perform the Activity

1. The peer guide identifies and preps a volunteer before the session.
2. The Peer Guide keeps a seat in front of the class, and names it "The Hot Seat"
3. The Peer Guide calls upon the volunteer (or role played) in the class starting with the title "Honourable" e.g. Honourable Kofi Armah (note: Learners must applaud the learner as he or she takes the seat in front of the class)
4. The peer guide introduces the activity by explaining that the session is about learning, appreciating and respecting diverse experiences without judgment and ushers the learner into the hot seat.
5. The peer guide introduces the activity to the learners by reading out the description and activity summary, then begins the interview.

The leader should encourage everyone to ask questions but remind them to frame their questions in a supportive and sensitive way.

### Honourable's Hot Seat Interview Questions

1. Can you tell us a little about your experience and what brings you joy or pride?
2. What are some strengths or talents you feel proud of?
3. What are some challenges you face and how can we as classmates support you better?
4. Are there common misunderstandings about your experience that you'd like to clarify?
5. How do you feel when people are inclusive and respectful toward you?
6. What advice would you give to help others create a more inclusive environment?
7. Is there something you wish people focused on more when they meet someone with a similar experience?
8. How can the school/classroom be improved to make it easier for everyone to succeed?

**NOTE:**

Note: The Peer Guide should feel free to adjust the questions to suit the situation during the interview.

Leaders should leave room for learners to ask their questions from time to time.

Leaders should summarise what can be done to make the learner with special needs successful in their day-to-day activities

After the leader's summary every learner should recite the poem below to the learner with special needs.

**Title: Just the Way You Are**

You face challenges that others don't,  
But you're strong in a way that they won't.  
Your struggles don't define who you are,  
You shine bright like a twinkling star.  
Your disability may be a burden to bear,  
But you're strong because you have the courage to care.  
You've overcome obstacles and taken on challenges,  
And that's why your strength is one of your greatest advantages.  
So don't let anyone ever put you down,  
You're a survivor and you're wearing your crown.  
You're unique and special in every way,  
And your light will never fade away.  
So keep pushing through and don't give up,  
Because you're amazing and strong as a pup.  
You may not fit the mould of what others expect,  
But you're different and that's what makes you perfect.  
And we love you just the way you are.

*(Clap or raise your hands in the air and wave them – that is the “deaf applause”)*

**Poem by Patience Asare- Emerging Writer**

**Modelling More Diversity****Guidelines**

Choose EITHER Activity 3a OR Activity 3b . Choose the activity based on the availability of tools and persons required to carry out the activity successfully.

### Activity 3a: What Makes Us Stand Out? (30 minutes)

Description: This activity gives rooms for learners to identify the things that make them unique and gives them the opportunity to make these things known to others.

#### Summary

A poster is decorated and posted in the classroom on the wall, door of the classroom or any space available.

#### What You Need to Perform This Activity

1. A coloured sheet of paper / Manilla card/ any available sheet
2. Pens, pencils, crayons, colour pencils or any writing material
3. Cellulose tape /glue

#### How to Perform the Activity

1. Peer Guide should lead the class to design a poster titled What Makes Us Stand Out?
2. Below the title is a list of the learners' names, followed by a short phrase or sentence about what they say makes them stand out.
3. Ask them "what makes you stand out!" and write it beside their names.

For example:

"Kofi - Always happy and smiling"

"Aku - Passionate about dance"

"Hawa - Always willing to help others",

4. After the poster is created, post it on the wall in the classroom as a visual reminder of the learners' individuality and uniqueness.

#### NOTE:

The poster could be updated periodically to include new Learners or to reflect changes in the learners' interests and personalities. Learners are encouraged to read about one another.

### Activity 3b: The Diversity Corner (30 minutes)

Description: This activity gives room for learners to identify the things that make them unique from others and it gives them the room to make it known to others.

#### Summary

A poster is decorated and posted in the classroom on the wall, door of the classroom or any space available.

## What You Need to Perform the Activity

1. A coloured sheet of paper / Manilla card/ any available sheet
2. Pens, pencils, crayons, colour pencils or any writing material
3. Cello tape /glue

## How to Perform the Activity

A 'Diversity Corner' is created on the wall of the classroom by decorating posters with diversity-related quotes and the names of the group members.

To do this, leaders divide the class into 4 groups. Each group should choose two quotes from the list of celebrity diversity quotes and use these quotes to create decorative posters.

Once all the posters are completed, hang them up on the designated wall in the classroom. This area should be called the 'Diversity Corner.'

1. "The beauty of the world lies in the diversity of its people." - *Kofi Annan*
2. "Diversity is not about counting people; it's about listening to different points of view."  
- *Renie Eddo-Lodge*
3. "Diversity is not a lack of unity. It is a source of unity." - *Bono*
4. "Diversity is not about how we differ. It's about embracing one another's uniqueness."  
- *Ola Joseph*
5. "Diversity is being invited to the party. Inclusion is being asked to dance." - *Verna Myers*
6. "In diversity there is beauty and there is strength." - *Maya Angelou*
7. "Differences challenge assumptions. Assumptions can be a barrier to creating a more diverse, inclusive environment." - *Chimamanda Ngozi Adichie*

## Diversity Pledge (To be recited after Activity 3a or 3b)

Recite the Diversity Pledge below and choose a friend who will prompt you when you go against the pledge.

I pledge to embrace diversity in my thoughts, words and actions. I will strive to appreciate and celebrate the unique qualities and perspectives of all people, regardless of their race, religion, gender, or ability. I will work to create an inclusive and respectful environment in my classroom, my school, and my community."

## Reflection (10 minutes)

1. Reflect on the activities in this session and share with the class one thing you will do to promote diversity in your school or community.
2. Indicate how you feel about the session using one of the emojis below.
  1. 😄 I feel very confident about applying the value.
  2. 😊 I feel satisfied with today's session and I am fairly confident to apply the value in my life.
  3. 😬 I do not feel confident enough to apply the value successfully.
  4. ❓ I found the session boring so I am unable to apply the value.
3. Prepare for a debate in the next session on the topic-*Should the government allocate resources to schools uniformly or according to their specific needs?* As part of your preparation, pen down a few points for and against the motion.



### Activity 1: Silent reading (5 minutes)

Learners silently read the Purpose, What You Will Learn, How You Will Show What You Know, and the Nature of Equity.

#### Purpose

This session is designed to equip us with the knowledge and skills needed to promote and implement equity (fairness and impartiality) in various aspects of life, including school, society and the workplace.

#### What You Will Learn

Upon completing this session on equity, we will be able to:

1. Understand the principles of equity, recognizing the importance of fairness and justice in ensuring equal opportunities.
2. Apply diverse perspectives to foster inclusive behaviours and practices that promote equity.

#### How You Will Show What You Know

1. Explain practices that promote or hinder equity in various contexts and advocate for equitable policies in school and community settings.
2. Explain the importance of equity in providing equal opportunities.
3. Apply equity principles to various scenarios, identifying and addressing disparities to ensure fairness.
4. Demonstrate openness and respect when engaging with diverse viewpoints.

#### Nature of Equity

Equity recognizes that individuals have different starting points and needs and it involves more than treating everyone the same. Instead, it adjusts resources and support to achieve fairness, aiming to level the playing field by addressing disparities in areas such as education, employment, and healthcare. This proactive approach ensures that everyone receives what they need to succeed, considering diverse backgrounds and circumstances.

In our school, equity is ensuring that everyone has access to resources, support and opportunities they need to succeed.

### Activity 2: Think about this... (10 minutes)

What do you think equity means, and how do you think this session will help you to practice that based on your reading. (Peer Guide will take responses from 3-5 learners)



### Activity 3: Set up a debate on the topic: Should the government allocate resources to schools uniformly or according to their specific needs? (30 minutes)

#### Guidelines

1. Divide the class into two groups: one speaking in favour of the motion and the other against it. Nominate three colleagues to serve as judges.
2. Each group will have 7 minutes for their opening statements.
3. Following the opening statements, each group will have 5 minutes for rebuttals.
4. Finally, each group will have 2 minutes to make their closing statements.

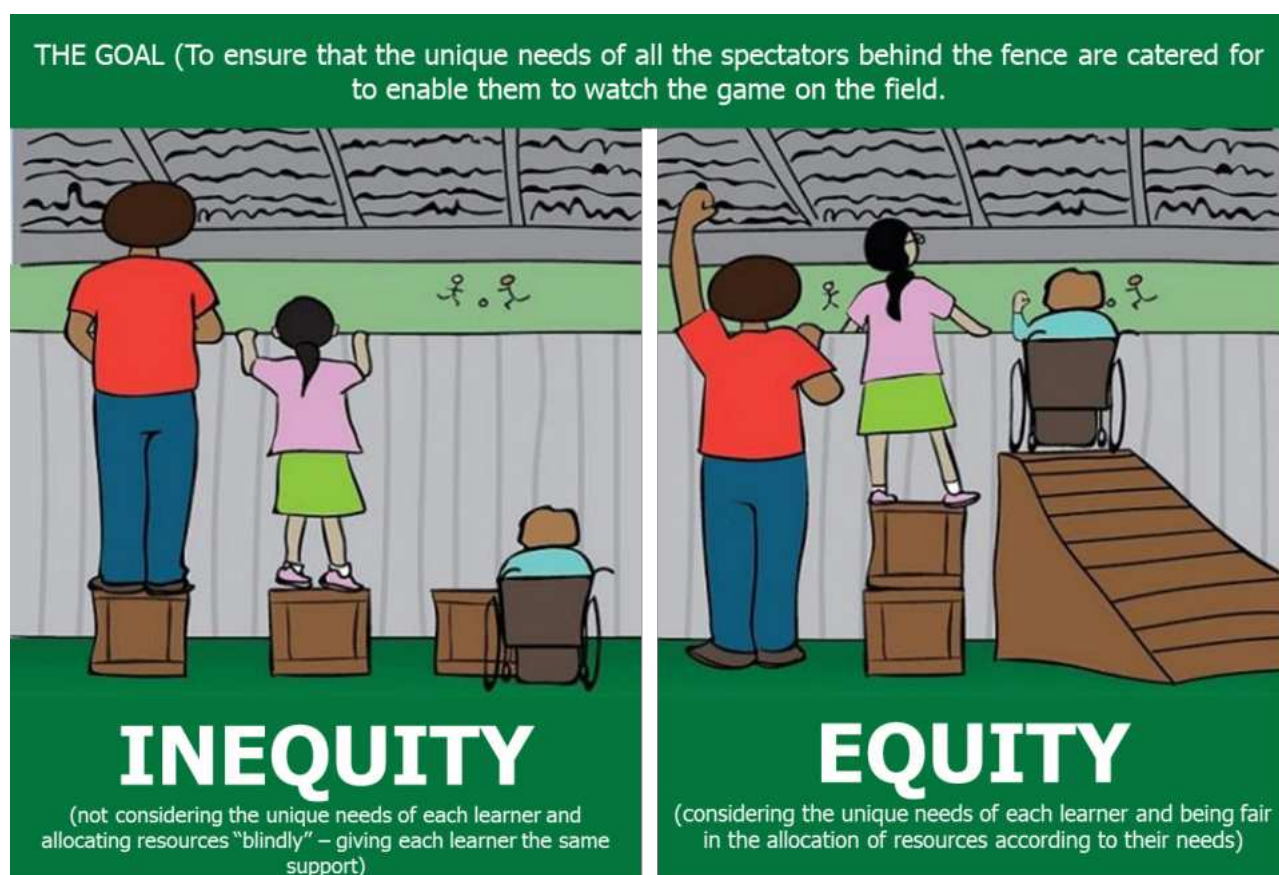
Note: The judges will vote to determine which team won the debate

### Activity 4: Equity and Inequity (25 minutes)

Examine the photo of three people trying to watch a field game. Reflect on and discuss how the concept of equity was applied to ensure each person has an equal opportunity to enjoy the game.

#### NOTE:

Leader should give opportunity for a few learners to share their viewpoints



## Activity 4: The Equity Chair Debate (25 minutes) everyone, regardless of their physical abilities?

Peer Guide facilitates the discussion by calling on three learners to share their opinions. Similarly, after each group has shared their scenario, three learners should be called upon to share their opinions.

## 5: Equity Puzzle (10 minutes)

Learners find where the nine words listed below are located on the word square within 5 minutes. The learners who find the most words within 5 minutes are declared winners.

**The Equity Puzzle**

ACCESS

HELP

NEEDS

EQUALITY

INCLUSIO  
N

FAIRNESS

JUSTICE

SUPPORT

RESPECT

1	M	2	A	3	X	4	O	5	U	6	M	7	L	8	K	9	H	10	X	11	P	12	I
13	Q	E	J	P	I	A	C	C	E	S	S	A											
14	W	A	U	J	K	I	P	M	L	N	M	C											
15	F	S	S	L	X	R	E	S	P	E	C	T											
16	A	K	T	V	V	B	Q	G	W	I	B	P											
17	I	P	I	N	C	L	U	S	I	O	N	A											
18	R	W	C	S	D	N	A	D	Q	P	O	U											
19	N	E	E	D	S	K	L	H	W	L	B	A											
20	E	J	D	U	V	V	I	Q	R	Q	V	X											
21	S	U	P	P	O	R	T	Z	W	Q	P	K											
22	S	M	P	G	H	J	Y	D	X	U	L	W											

Peer guide asks the winner to explain how one of the words found in the word square is related to equity.

## Reflection (10 minutes)

1. Reflect on the activities in this session and share with the class one thing you will do to promote equity in your school or community.
2. Indicate how you feel about the session using one of the emojis below.
  1. 😄 I feel very confident about applying the value.
  2. 😊 I feel satisfied with today's session and I am fairly confident to apply the value in my life.
  3. 😬 I do not feel confident enough to apply the value successfully.
  4. ❓ I found the session boring so I am unable to apply the value.



### Activity 1: Recap of previous session on Equity (20 minutes)

Peer guide lead calls on a few learners to respond to the prompts below;

1. Describe an activity in which you participated over the last week that promoted equity?
2. What motivated your involvement in this activity?
3. What were the challenges you faced in your attempt to be equitable?

### Equity Information Corner

### Activity 2: Summarising notes on potential benefits of equity (30 minutes)

Learners should read the notes on the potential benefits of equity on their own and summarize them in one sentence to deepen their understanding of equity.

#### Potential Benefits of Equity in the School

1. Equity ensures that all learners, regardless of their background, ability, or socioeconomic status, receive the support they need to succeed. This creates a positive environment where everyone feels important and motivated to be part of the class.
2. Equity is not about everyone getting the same thing rather, it's about everyone getting what they need. This helps us learn to care for and support one another in ways that matter.
3. When learners know their needs are being met and their challenges understood, they're more motivated to work hard and stay focused. It helps create a classroom full of energy and excitement for learning.
4. Not all learners start at the same place. Some might struggle due to outside factors like home life or language barriers. Equity helps bridge these gaps, giving all Learners an equal shot at success by offering more support to those who need it.

#### Potential Benefits of Equity Outside the School

1. When we practise equity in our neighbourhoods, everyone gets access to the resources that are available like clean water, education and safe spaces. This access helps lift people who might otherwise be left behind, making our communities more vibrant and inclusive.
2. When people feel like they're being treated fairly, there's less frustration and tension. Equity helps reduce social conflicts because everyone feels like their needs and challenges are being considered.
3. Equity helps build bridges between different people by making sure everyone gets what they need to succeed. It creates empathy and understanding, allowing us to come together and support each other in meaningful ways.

**NOTE:**

Leaders should call 2-4 learners to share and receive feedback on their summary

### Activity 3: Creating an anti-bullying policy in class (30 minutes)

Some learners face bullying due to their cultural backgrounds, among other forms of injustice such as discrimination based on race, gender, or disabilities.

Discuss in groups of fives how you can create opportunities for developing equity in school so that everyone is accepted and treated with fairness and justice. Groups should contribute to the building of anti-bullying policy in class.

1. Create in your groups a clear anti-bullying policy to be used in your class.
2. Peer Guides should solicit views from each group to come up with a class anti-bullying policy to be submitted to the class teacher to enforce compliance.

### Reflection (10 minutes)

1. What is your understanding of equity as discussed in the lesson?
2. How do the principles of equity apply to real-world scenarios you have encountered?
3. Describe a situation where you observed equity being practiced effectively or where there was a lack of it. How did this situation affect the individuals involved?
4. Indicate how you feel about the session using one of the emojis below.
  1. 😄 I feel excited about today's session.
  2. 😊 I feel satisfied with today's session, although I needed more clarity on one or two activities.
  3. 😞 I feel frustrated about some of the activities in the session.
  4. ? I found the session unengaging.



### Activity 1: Silent Reading (5 minutes)

Learners silently read the Purpose, What You Will Learn, How You Will Show What You Know, and the Nature of Discipline.

#### Purpose

The purpose of this session is to help us understand the value of discipline. This will make us obey rules, standards and adhere to codes of conduct. It will also make us commit to good behaviour in and outside the school. Discipline is doing the right thing, at the right time, at the right place, with the right people, with the right motivation, with the right procedures and commitment.

#### What You Will Learn

Upon completing this module on discipline, we will be able to:

1. Demonstrate knowledge of time management, adherence to school rules and fulfilment of responsibilities.
2. Understand the challenges involved in applying discipline across various aspects of life.
3. Highlight the importance of personal discipline in achieving life goals.

#### How You Will Show What You Know

1. Discuss ways to take ownership of responsibilities in activities both at school and beyond.
2. Identify and explain challenges in maintaining discipline in personal decisions.
3. Explore difficulties in applying discipline in school and other environments.
4. Discuss effective strategies to overcome disciplinary challenges in and outside of school.

#### Nature of Discipline

Discipline refers to the practice of training oneself or others to obey rules or a code of behaviour, using self-control, consistency and orderliness. It involves the ability to make decisions that align with long-term goals, rather than giving in to momentary impulses or distractions. Discipline is essential for success in both academic and personal life, as it fosters perseverance, responsibility and achievement.

## Examples

A student in SHS creates a personal study timetable and follows it diligently, ensuring they review their subjects every day after school. This routine helps them to stay on top of their coursework, perform well in exams, and avoid last-minute cramming. Despite distractions like friends or social media, they remain focused on their academic goals.

A disciplined student ensures they wake up early and arrive at school on time every day. They attend all their classes without skipping and are always present for extracurricular activities or prep sessions. This student values punctuality and makes sure they never miss an opportunity to learn.

## Activity 2: Think about this... (10 minutes)

What do you think it means to be a disciplined student, and how do you think this session will help you to practice that based on your reading. (Peer Guide will take responses from 3-5 learners)

## Activity 3: Discipline in Crypts (15 minutes)

Working collaboratively in small groups of fives (5), determine what discipline is and find secret codes for the letters of the English alphabet (i.e. A -Z)

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
		26	18	1	24						4	12					17	14		22					

D	S	C		L		E		S		E		R	C		C	E		F						
18	6	14	26	6	8	4	6	16	1	6	14	25	19	1	8	17	20	26	25	6	26	1	7	24
	R											U	R	S	E	L	F			F		L	L	
25	17	20	6	16	6	16	21	13	7	22	17	14	1	4	24	25	7	24	7	4	4	7	9	
	R	U	L	E	S		R			C	D	E		F		E							R	
17	22	4	1	14	7	17	20	26	7	18	1	7	24	23	1	19	20	10	6	7	17			
	U	S				U		S		M	E				C		R	R	E	C				
22	14	6	16	21	8	22	16	6	14	19	12	1	16	25	25	7	26	7	17	17	1	26	25	
					D	S		E	D		E		C	E										
					18	6	14	7	22	1	18	6	1	16	26	1								

## Activity 4: The Cost of not balancing ability with discipline – Adanko's Debate Journey (20 minutes)

### Scenario.

Adanko, a talented student known for his natural speaking abilities, was selected to represent his school in a prestigious national debate competition. Proud of his selection, Adanko became overconfident in his abilities, believing his talent alone would secure him victory. Despite the structured training sessions organized by his coach, Adanko frequently arrived late, often skipped sessions altogether, and ignored the debate rules that were emphasized during practice. His coach and teammates tried to encourage him to take the training seriously, but Adanko brushed off their concerns, believing his charisma and quick thinking would carry him through.

When the competition day arrived, Adanko found himself unprepared. He missed key arguments, struggled to stick to the debate format, and frequently broke the rules. His disorganized and unfocused performance not only affected his confidence but also disappointed his coach, teammates, and supporters. His school was disqualified due to the numerous rule violations, and Adanko realized, too late, that his lack of discipline had cost him the opportunity to shine on a national stage. He was left reflecting on how his overconfidence, lack of preparation, and disregard for guidance had led to failure—not just for himself but for the entire team.

**Peer Guide leads the entire class to discuss the following prompts:**

1. In what ways did Adanko's lack of discipline affect not only himself but also his teammates and school?
2. What could Adanko have done differently to balance his confidence with the discipline needed to succeed?
3. How can the lessons from Adanko's experience be applied to situations in your own life, such as schoolwork, sports, or personal goals?

## Activity 5: Discipline in Everyday Life (30 minutes)

### Guidelines:

1. Peer Guide puts the class into groups of five.
2. Each group will discuss and identify ONE scenario outside of school where discipline is important (e.g., at home, in the community, in personal relationships or in hobbies/sports) using the guiding questions: (a-d).
  - a) How does discipline play a role in managing responsibilities at home (e.g., chores, taking care of siblings)?
  - b) Why is discipline important in maintaining healthy relationships with family and friends?
  - c) How does discipline help you stay committed to hobbies, personal goals, or sports outside of school?
  - d) What challenges do you face in practicing discipline outside of school, and how do you overcome them?
3. For each situation, the group should explain why discipline is important and give a real-life example of how it can be applied.
4. After the discussion, each group will choose one representative to share their examples with the class.

### NOTE:

Leader should call 1-2 groups to present and summarise the points made by the groups



## Guiding Questions for Group Discussion:

Estimated Time:

- 5 minutes for group discussion.
- 10 minutes for selected representatives to share their groups' ideas with the class.
- 10 minutes for questions by learners
- 5 minutes for summary

## Reflection (10 minutes)

1. Consider the discussions and scenarios you explored regarding discipline and rules. Identify a specific action or strategy you will implement to promote discipline based on the insights gained.

2. Indicate how you feel about this session by choosing one of the emojis provided.

1. 😄 I feel excited about today's session.
2. 😊 I feel satisfied with today's session, although I needed more clarity on one or two activities.
3. 😡 I feel frustrated about some of the activities in the session.
4. ❓ I found the session unengaging.

3. Identify a friend to observe your behaviour during the week and provide feedback on how you applied discipline based on the strategies discussed in Part 1.



### Activity 1: Recap of previous session on Discipline (20 minutes)

Share observations of how a friend demonstrated discipline during the week.

#### Prompts:

- What specific actions or behaviours did your friend demonstrate that exemplify discipline?
- How did these behaviours align with the value discipline as discussed in Session 11?

### Activity 2: Affirmations (10 mins)

Leader guides other learners to recite these affirmations on discipline:

"I have the willpower and strength to resist distractions and stay focused in school.

I am a person of discipline, dedicated to making the right choices.

I am committed to staying disciplined and focused on my goals, no matter what challenges come my way.

I can lead myself and lead others towards a worthwhile goal."

**Question for a plenary discussion (entire class) :** How will these affirmations influence your mindset and actions?

### Activity 3: Discipline Tree (30 minutes)

#### Guidelines

1. Class is divided into small groups of fives (5). Each group will brainstorm and discuss examples of disciplined behaviour in different contexts (at school, home, or in the community).
2. After the discussion, each group will write their ideas on sticky notes or cut-out leaves.
3. Peer Guide draws a large tree on the poster paper or board, with branches labelled according to the aspects of discipline discussed earlier.
4. Each group comes forward and places their sticky notes or paper leaves on the corresponding branches. For example, a leaf that says "completing homework on time" might go on the "responsibility" branch.

5. Once the tree is complete, peer guides gather the learners for a discussion, asking prompt questions like:

- How does each aspect of discipline contribute to our success and well-being?
- What challenges might we face in practising discipline and how can we overcome them?

6. Place the completed artwork in the class -Throughout the term, learners can add new "leaves" to the tree whenever they observe disciplined behaviour among their peers or themselves.



Image Retrieved from <https://pin.it/1LqgJRqyg>

### Activity 4: The Discipline Bingo (20 minutes)

### How to Play:

- Check or tick (✓) all the activities to which you can relate.
- Check or tick (✓) bingo if you do not relate to any of the activities.

### Guidelines:

After completing the bingo, peer guides engage the learners in a discussion about: how they felt during the activity, which boxes they ticked and why, how those actions (e.g., being late, not completing homework) impact their discipline, learning, and relationships.

### Some Guiding questions:

1. What does discipline mean to you?
2. How do your daily actions reflect your level of discipline?
3. Which areas do you think you can improve in?

I have never eaten in class before	I have never slept during prep	I have never been late to class	I have never slept in class before	I have never skipped a social gathering
I have never been caught in the classroom after prep	I have never been punished for not wearing my belt	<b>BINGO!</b>	I have never been locked outside the dorm for being late	I have never skipped morning assembly
I have never passed by rubbish on the compound	I have never forgotten to bring my cutlery to the dining hall	I have never left school without an exeat	I have never been in a fight with my mates/teacher	I have never bought food from outside before.

### Reflection (10 minutes)

1. Reflect on today's activities and share one action you plan to take to enhance discipline in your school.
2. Express how you feel about this session by selecting one of the following emojis:
  1. 😄 I feel excited about today's session.
  2. 😊 I feel satisfied with today's session, although I needed more clarity on one or two activities.
  3. 😡 I feel frustrated about some of the activities in the session.
  4. ❓ I found the session unengaging.



### Activity 1: Silent Reading (10 minutes)

Learners read silently the Purpose, What You Will Learn, How You Will Show What You Know, and the Nature of self-directed learning.

#### Purpose

The purpose of this session on self-directed learning is to help us learn how to set our own learning goals and find different ways to study that work best for us. This way, we can be curious and creative, using tools like books, online resources and videos. By choosing learning paths that suit us - like reading, watching tutorials, or trying hands-on projects- we build important skills such as research, critical thinking, and managing our time. These skills will not only help us do well in school but it will also help us in life and our future careers.

#### What You Will Learn

Upon completing this session on self-directed learning, we will be able to:

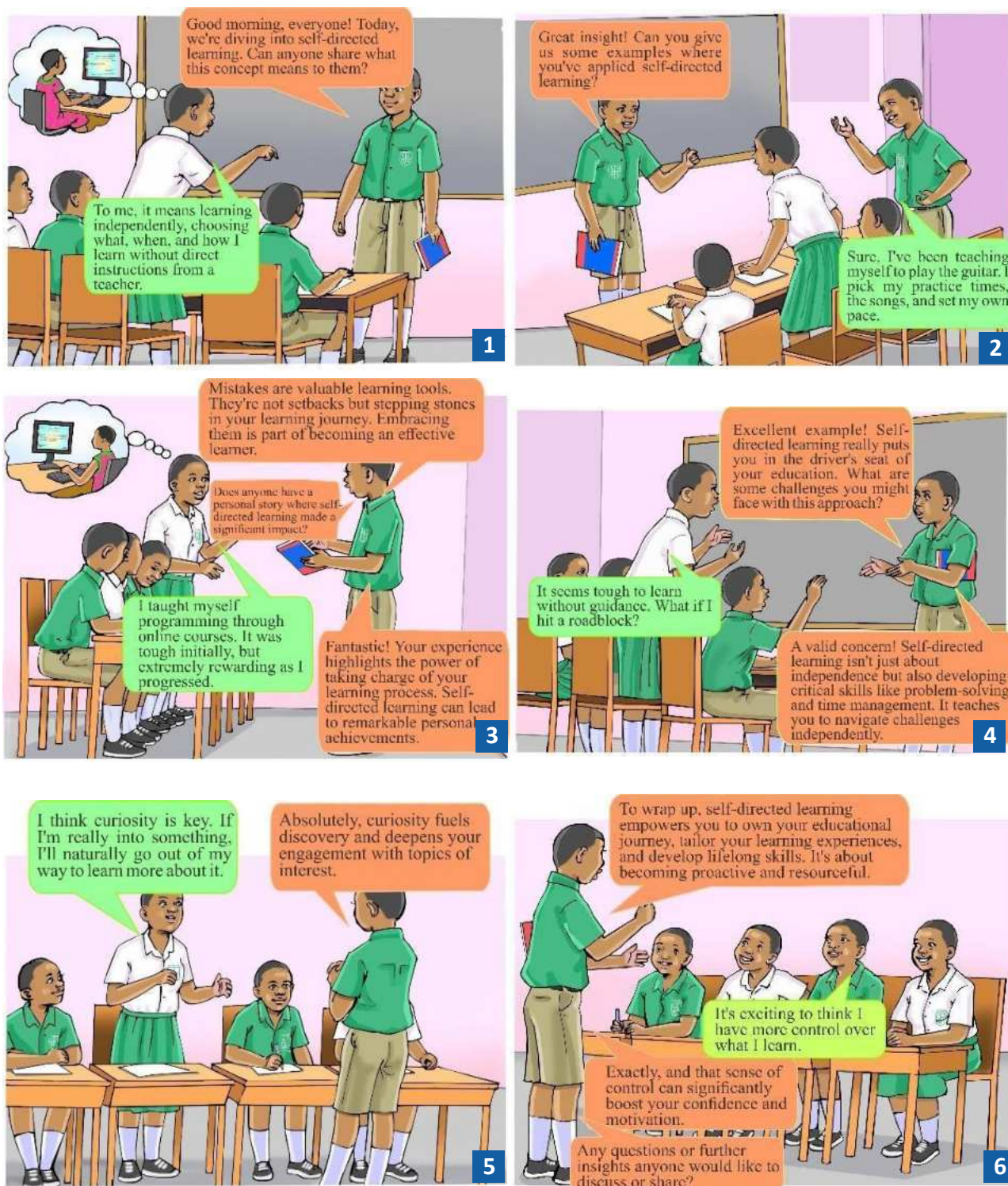
1. Understand the value of self-directed learning.
2. Demonstrate effective time management to plan and structure independent learning.
3. Identify and utilise various learning materials independently.

#### How You Will Show What You Know

1. Articulate the importance of self-directed learning.
2. Demonstrate effective time management to plan and structure our learning autonomously.
3. Independently select and use diverse learning resources.



## Nature of Self-directed Learning



Picture: A group of learners engaged in discussions on self-directed learning

## Activity 2: Think about this... (10 minutes)

What do you think self-directed learning means, and how do you think this session will help you to practice that based on your reading. (Peer Guide will take responses from 3-5 learners)

## Activity 3: Role-play the dialogue above (30 minutes)

### NOTE:

Peer guides assign roles to learners as characters in the dialogue and guide learners to discuss the prompts that follow.

**From the extract above, using the think-pair-share approach.**

1. Reflect on your own experiences, what learning style works best for you when you are studying Read or engage with the dialogue below.
2. independently, how can you incorporate this style more effectively into your self-directed learning?
3. What are some of the biggest challenges you have faced or might face with self-directed learning? How can you overcome these challenges to enhance your learning experience?
4. Can you identify the characteristics of Self-directed learning?

### HINT:

The think-pair-share strategy requires that a person first thinks about an issue, discusses it with a partner and shares the findings with the entire class.

## Activity 4: Read and discuss in groups the scenarios below (30 minutes)

- a) A group of learners passionate about computer science and programming have formed a coding club at their school. Recognizing the limitations of the school's basic computer classes in covering advanced programming, the learners aim to expand their coding skills. Using an activity ball, members will pass it around to suggest self-learning strategies for coding, such as inviting tech industry professionals for talks or organizing coding workshops.
  - i) In groups, discuss how members who need more support can be assisted to improve their coding skills.
  - ii) Apart from self-directed learning, what other values can you learn from this activity?
- b) Daniel, a Home Economics student and his friends decided to learn decor as an additional skill to boost their job chances. They visited the school's ICT lab to undertake an online video tutorial course on decoration. At the school's 24th speech and prize-giving day, Daniel and his friends decorated the school's auditorium rather than having the school hire an event organizer.
  - i) Discuss how the actions of Daniel and his friends benefitted the school.
  - ii) What motivation can you draw from the actions of Daniel and his friends to learn on your own that can benefit the school?

c) Sandra, an active student athlete, has been chosen to represent her school in an inter-school sports competition. Balancing her academic responsibilities with her athletic commitments has been challenging, and as a result, her grades have started to decline due to missed classes. However, by creating a personalized timetable, Sandra successfully managed both her studies and sports, leading to improved academic performance.

- i) Reflect on being in Sandra's situation and consider how you might feel facing these challenges.
- ii) In pairs, discuss strategies you would use to effectively balance academic responsibilities with extracurricular activities.
- iii) Be prepared to share your strategies and insights with the class.

**NOTE:**

Peer Guides should facilitate the discussion of the above scenarios and provide a summary of the key points raised in the discussion.

### Information Corner

**NOTE:**

Learners should read the note below on their own to deepen their understanding of self-directed learning.

To make the most out of self-directed learning, start by setting simple, clear goals and breaking them down into steps. Create a plan that includes what you'll need and when you'll do it. Use different resources like free online tutorials, library books and asking teachers or knowledgeable friends for advice. Check your progress regularly and don't be afraid to change your plan if you need to. Keep track of what you've learned, so you can see how far you've come. This will help you feel confident, build useful skills and reach your goals.

### Reflection (10 minutes)

1. Reflect on the activities from this session and identify one specific action you will take because of your new knowledge on self-directed learning.
2. Indicate how confident you feel about applying the concepts of self-directed learning learnt in the session using one of the emojis below
  1. 😊 I feel very confident about applying the value.
  2. 😊 I feel satisfied with today's session and I am fairly confident to apply the value in my life.
  3. 😊 I do not feel confident enough to apply the value successfully.
  4. ? I found the session boring so I am unable to apply the value.
3. Identify a friend to observe your behaviour during the week and report on how you applied the value of self-directed learning.
4. To get ready for next week's session, please bring a notebook. This will be used to start your personal journal, which will help you track your learning progress, set goals, and reflect on what you're learning. A personal journal is a great way to stay organized and motivated as you work towards your goal





### Activity 1: Recap of previous session on self-directed learning (10 minutes)

Share an example of how your friend applied the principles learnt on self-directed learning.

#### Prompts:

1. What specific actions or behaviours did your friend demonstrate that exemplify self-directed learning?
2. How did these behaviours align with the value of self-directed learning as discussed in Session 13?

### Activity 2: Personalised Timetable (30 minutes)

#### Guidelines

1. Design a personalized timetable to enhance your independent learning. Limit your focus to a maximum of three subjects per day, starting with the subject you find most challenging to help you improve faster.
2. Use a watch to help manage your study sessions and stay on track. You can also ask a friend to help you keep track of time.
3. Take short breaks after each study session to stay refreshed and engaged.
4. Test yourself with timed questions after studying to strengthen your understanding and see how much you remember.
5. Share your timetable with the class and explain why you chose those specific subjects and their order.
6. Explain how you plan to utilise the timetable effectively, including your strategy for breaks and timed reviews.

**Leaders should call 2-4 learners to share and receive feedback on their personalised timetable**

### Activity 3: Prep Checklist (A Self-Directed Learning Activity) (20 minutes)

In many Ghanaian schools, “Prep” is a designated time for personal learning, usually in the evening or early in the morning. Students focus on revising lessons, completing assignments, and strengthening their understanding of various subjects on their own. If your school does not have a designated Prep period, it is important to block out time for personal learning.

This activity dubbed “Prep Checklist” will help you evaluate how effectively you use your Prep time. By answering Yes or No to the following questions, you can reflect on your learning habits and identify areas for improvement.

## Guidelines:

Read each statement carefully. Tick (✓) YES if the statement applies to you or (✓) NO if it does not. Reflect on your responses to determine whether you are making the most of your Prep time.

#	Statement	Yes(✓)	No(✓)
1	<i>I always attend Prep during designated Prep periods.</i>		
2	<i>I enjoy the personalized study period.</i>		
3	<i>I effectively utilize Prep time to study and complete assignments.</i>		
4	<i>I set clear study goals before each Prep session.</i>		
5	<i>I avoid distractions (e.g., chatting and fidgeting) during Prep.</i>		
6	<i>I review my class notes and textbooks regularly during Prep.</i>		
7	<i>I note topics I don't fully understand during prep and ask for help from teachers or peers afterwards.</i>		
8	<i>I use active study strategies like summarizing, note-taking, and practice questions.</i>		
9	<i>I feel more confident in my learning after Prep.</i>		
10	<i>I track my progress and reflect on what I learn after each Prep session.</i>		

## Next Steps

If you answered YES to most statements, congratulations! You are using your Prep time effectively. Keep it up!

If you answered NO to multiple questions, identify areas where you can improve. Consider setting goals, reducing distractions, or trying different study techniques to maximize your Prep time.

## Project Activities on Self-Directed Learning

### Activity 4: Academic Journals (20 minutes)

Each student will keep an academic/learning journal to record their experiences, reflections, and discoveries. Entries may include summaries of articles, notes on books read, interesting facts and reflections on lessons learned. Periodically, learners will select entries to share with the class. They will discuss why the topic interests them and what insights they have gained.

#### Steps

1. Select a notebook that you can personalize with your name and the date.
2. Decorate the cover to make it your own and write a brief introduction about yourself, including your goals for learning.

*Here are some examples of ideas you can populate your journal with:*

Summaries of articles, books or key lessons in which you have participated.

- Details of topics you've studied independently, using resources like textbooks, or online platforms.
- Questions that arose during your studies or topics you want to delve into further.

#### NOTE:

Leader should lead a discussion on the content on some selected journals stressing the need to update the journals regularly, such as every weekend).

### Reflection (10 minutes)

1. Reflect on the activities in this session and share one thing you will do to promote self-directed learning.
2. Indicate how confident you are about applying this value by selecting one of the emojis below
  1. 😊 I feel very confident about applying the value.
  2. 😊 I feel satisfied with today's session and I am fairly confident to apply the value in my life.
  3. 😊 I do not feel confident enough to apply the value successfully.
  4. ? I found the session boring so I am unable to apply the value.



### Activity 1: Silent Reading (5 minutes)

Learners silently read the Purpose, What You Will Learn, How You Will Show What You Know, and the Nature of Adaptability.

#### Purpose

This session is designed to help us understand and manage the different academic, social, physical, and emotional challenges we face in and out of school. It will teach us key skills like handling stress, staying resilient, being flexible, solving problems and managing our emotions. These skills will help us adapt better to new situations and handle changes and challenges effectively.

#### What You Will Learn

Upon completing this session on adaptability, we will be able to:

1. Understand the importance of adaptability as a critical skill for success in the 21st century.
2. Identify the traits, skills, and characteristics that define an adaptable person.
3. Develop strategies to manage and respond to changes calmly and positively.

#### How You Will Show What You Know

1. Identify the range of emotions experienced when dealing with change or uncertainties.
2. Discuss the triggers of these emotions.
3. Examine methods for managing stress.
4. Discuss and apply stress management techniques, including deep breathing and mindfulness.

#### Nature of Adaptability

Adaptability is the ability to adjust to new conditions, changes, and challenges. It is about being flexible, resilient, and open to new ideas, approaches and environments. Being adaptable can also mean seeing challenges as opportunities for growth and improvement.

#### Examples

1. When learners are elected as prefects or given leadership roles (like class captain or sports prefect), they must adapt to the added responsibilities, balancing leadership duties with academic work and maintaining discipline among their peers.
2. During the COVID-19 pandemic, many learners and families had to quickly adapt to lockdowns, restrictions, and changes in the way education was delivered. Schools closed, and some learners had to switch to online learning or use televised classes to keep up with studies.

## Activity 2: Think about this... (10 minutes)

What do you think it means to be adaptable, and how do you think this session will help you to practice that based on your reading. (Peer Guide will take responses from 3-5 learners)

## Activity 3- Story Chain (20 minutes)

Example: The leader begins with: "One day, a young girl named Adaamaa discovered an old map hidden under her grandmother's mat in northern Ghana."

### Guidelines:

1. The leader starts the story with this sentence and asks a learner to add another sentence, like "Adaamaa showed the map to her brother, who noticed it led to a hidden treasure said to be guarded by wild animals."
2. Continue passing the story around the room, with each learner adding a sentence that brings new, unexpected twists to the plot, such as "On their way, they met an old farmer who warned them of the ancient legends surrounding the treasure."
3. Once everyone in the class has had their turn, have a discussion on how each learner adapted to the changing direction of the story and how they managed their initial expectations.

### Guiding Questions

1. What are your thoughts about how your colleagues were able to adapt to unexpected twists in the story?
2. How did the unpredictable direction of the story open up new opportunities for creativity?
3. What helped you keep up with the changing flow of the story?
4. What challenges made it difficult for you to adapt to the new story twists?
5. How did you adjust your original ideas when the story took an unexpected turn?

#### NOTE:

Leader summarises the answers to the prompts

## Activity 4: Case Study (20 minutes)

A learner transfers to a new school to study science. However, upon arrival, she discovers that the science class is full. As a result, she agrees to be placed in a business class. Although she excels in math and has a strong aptitude for it, her initial interest was to pursue science. Now, she must adapt to this new path and find ways to apply her skills and passion for math in her business studies.

## Guidelines

### Think-Pair-Share:

**Step 1:** Think: Take a moment to reflect on this scenario. Imagine if you were the learner who had to adapt to this sudden change. What emotions or thoughts would you have?

**Step 2:** Pair: Pair up with a classmate and discuss strategies that this learner could use to adapt and succeed in the business class.

## Discuss the Following Questions Together

1. What benefits could the learner gain from adapting to this new situation?
2. What new opportunities might arise from being in the business class, even though it wasn't the learner's first choice?
3. What enablers (such as support from others or personal qualities) could help the learner adjust to this unexpected change?
4. What disablers (such as challenges or barriers) might make it harder for the learner to adapt? How could they be overcome?

**Group Reflection:** After discussing in pairs, share your ideas with the larger group. How does adaptability help the learner grow in this situation and what can we all learn about being adaptable in our own lives?

## Activity 5: The Obstacle Course (25 minutes)

**Objective:** This activity is to enable you to develop teamwork, empathy and creative problem-solving skills.

### Guidelines

1. Arrange desks, chairs and other classroom furniture in a way that creates obstacles learners will need to move around or step over.

#### NOTE:

Make sure the obstacles are adaptable for all learners, including those with disabilities. For example, leave open spaces for wheelchair users or create pathways that are easy to navigate.

2. Divide the class into two teams. Each team will have a chance to guide a blindfolded teammate through the obstacle course.
3. One learner from each team will be blindfolded. Their team members will guide them through the course using clear and simple verbal directions. For example, a teammate can use specific examples like "Take three steps forward," "Turn left," "Step over the chair," etc.
4. Outdoor Option: If space allows, invite the learners to take the obstacle course outside to use larger, more natural obstacles like benches, ropes or even trees to make it more exciting.
  - a. Ensure that the activity is accessible for everyone. For learners with mobility challenges, modify the obstacle course by using wider spaces or less physical movement.

- b. Allow learners with visual impairments to be guided in the same way. Allow them to feel the obstacles beforehand if necessary.
- c. Deaf learners will face a colleague who will sign directions to them as they navigate the obstacle course. The learner must follow the signed guidelines and move around or step over obstacles such as small boxes, empty tins, piles of books, cones, etc.

Before starting, the deaf learners should be allowed to see the obstacles clearly to understand what they will be navigating. Once they have a clear understanding, they can turn their backs to the obstacles, and their colleague will guide them using signed directions (e.g., "step over," "turn left," "three steps forwards/backwards," etc.). The position of the obstacles should be changed for the next group.

- 5. After the activity, discuss by asking learners how it felt to guide someone who couldn't see the obstacles, how they adapted to different needs and how they can apply these skills in their daily lives.
- 6. Ask each team to think of one way they could make the obstacle course more inclusive for all learners.

### Guiding Questions

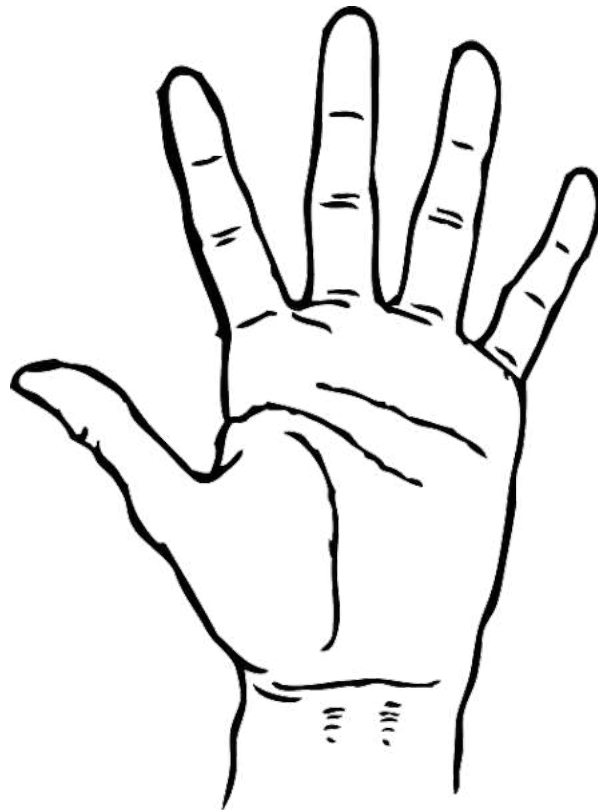
- 1. What parts of the obstacle course were hardest for you to adapt to, and how did it affect your performance?
- 2. What strategies did you use to overcome the obstacles, and how can they help you in other challenges at school or in life?
- 3. How can you apply what you learned today about adaptability in unexpected situations at school or beyond?

#### NOTE:

Leader summarises the answer to the prompts

## Reflection (10 minutes)

Write out what you have learnt in this session in the fingers and share with the class, when you are called to do so.



### Steps for Talk to the Hand Strategy

1. Make a sketch of your hand on a piece of paper.
2. Fill in the spaces of your sketch with what you have learnt.
3. Say what you have written in a particular space (finger or palm) as and when you are called to do so.
4. Identify a friend to observe your behaviour during the week and report on how you demonstrated adaptability.

Indicate how confident you are about applying this value by selecting one of the emojis below

1. 😊 I feel very confident about applying the value.
2. 😊 I feel satisfied with today's session and I am fairly confident to apply the value in my life.
3. 😬 I do not feel confident enough to apply the value successfully.
4. 🤔 I found the session boring so I am unable to apply the value.





### Activity 1: Application of Adaptability (20 minutes)

Describe how a colleague demonstrated adaptability in overcoming a challenge this week. Based on this example, how do you now understand the concept of adaptability?

**Leader to call 1-2 learners to share their observations on adaptability.**

### Activity 2: Role Play (30 minutes)

Characters: A new learner (SHS 1 or role played) and a learner in SHS 2 (2 learners)

A new learner, unfamiliar with formal attire and cutlery etiquette, recently joined a boarding school, moving away from home for the first time. Initially feeling out of place and lonely, the transition was challenging. On the third day, the school assigned a senior learner (SHS 2) as a mentor to help the new learner adjust to the environment. The mentor provided guidance on proper dressing, dining etiquette and familiarised the learner with school norms and expectations.

Thanks to the mentor's support, the learner quickly adapted to the new environment. Within a week, another senior learner noticed the improvement and complimented the learner on their neat appearance and proficiency with cutlery in the dining hall. These positive affirmations gave the new learner the confidence to feel more comfortable and at home in their new school environment.

#### Discuss:

1. How important was the role of the mentor in helping the new learner adapt to the new environment? Can you share an experience when you benefited from someone else's guidance during a new experience?
2. How does mastering new skills, like using cutlery or dressing appropriately, contribute to a learner's confidence in a new setting? Why are these small achievements important?
3. Why do you think the school assigns mentors to new learners?
4. How does this practice benefit the entire school community?

#### NOTE:

Leader summarises answers to the discussion questions

### Activity 3: Designing a Buddy System for your School (30 minutes)

Develop a buddy system that helps new learners adjust to the school environment, making them feel supported and integrated.

## Guidelines:

1. Start with a class discussion about the challenges new learners might face, such as getting to know school rules and making new friends.
2. Review the scenario of the new learner and his or her senior buddy. Discuss what worked well in their support and what could be improved.
3. Learners should be in groups to design a buddy system.
4. In your groups, design a buddy system that includes:
  - Selection Process: Decide how buddies will be chosen. Consider traits, interests, and experiences that would make someone a good buddy.
  - Training: Identify the important skills and knowledge that buddies need, like knowing the school layout, rules and social norms.
  - Activities: Plan initial activities that buddies and new learners can do together, such as a school tour, sharing a meal or attending a club meeting.
  - Duration: Discuss how long the buddy relationship should last and how often buddies should meet.

## Reflection (10 mins)

1. Share how you will apply the knowledge and skills gained from adaptability
  - i) in school
  - ii) in society
  - iii) in your life
2. Indicate how confident you are about applying this value by selecting one of the emojis below
  1. 😊 I feel very confident about applying the value.
  2. 😊 I feel satisfied with today's session and I am fairly confident to apply the value in my life.
  3. 😬 I do not feel confident enough to apply the value successfully.
  4. ? I found the session boring so I am unable to apply the value.



### Activity 1: Silent Reading and related activity (10 minutes)

Learners silently read the Purpose, What You Will Learn, How You Will Show What You Know, and the Nature of resourcefulness

#### Purpose

The purpose of this session is to help identify efficient and creative solutions to problems. Resourcefulness as a value intends to make us think outside the box, solve issues and adapt to different situations.

#### What You Will Learn

Upon completing this session on resourcefulness, we will be able to:

1. Understand resourcefulness.
2. Recognize and adjust to changing situations and environments.
3. Use critical thinking and creativity to solve challenges.

#### How You Will Show What You Know

1. Explain resourcefulness.
2. Describe the traits of a resourceful person.
3. Find solutions to everyday challenges.

#### Nature of the Resourcefulness

Riddle, Riddle

In a classroom of few supplies, I help ideas flow,  
When projects seem impossible, I'm the one to know.  
I turn simple tools into learning treasures,  
And find new ways to measure knowledge beyond measures.  
I'm not in the textbooks, but in every creative plan,  
Who am I, the secret to success in every student's hand?

### Activity 2: Think about this... (10 minutes)

What do you think it means to be resourceful, and how do you think this session will help you to practice that based on your reading. (Peer Guide will take responses from 3-5 learners)

### Activity 3: Resourcefulness Maze (15 minutes)

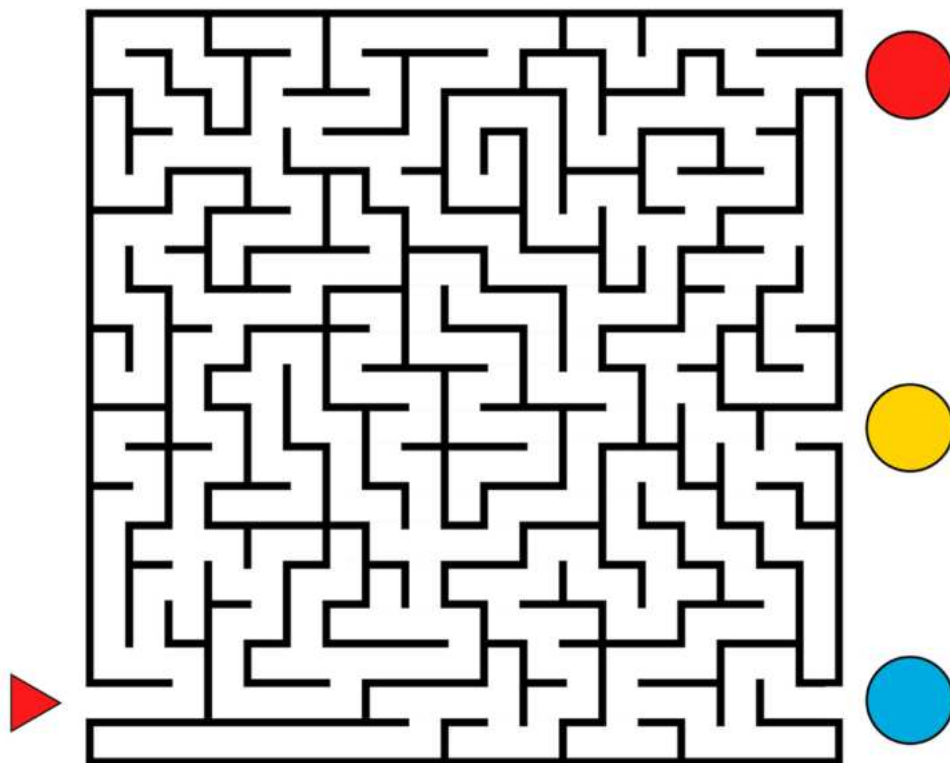
The goal is to navigate through the maze and reach the finish line, avoiding any obstacles or dead ends.

Learners with visual impairment should be paired with their sighted colleagues. The sighted colleague should describe the various paths, obstacles and dead ends to their blind peers.

#### Guidelines:

1. Observe the diagram of the maze below.
2. The goal is to navigate from the start to the finish without hitting any obstacles or dead ends.
3. The bottom left with the red arrow is the starting point.
4. The maze has several paths and some lead to dead ends. As you move through, choose different paths to find the right way to reach the finish line.
5. If a group reaches a dead end, they must go back and find a different route.
6. You have 5 minutes to complete the maze. Sighted colleagues should explain the process to learners with visual impairment.
7. Ask the first two or three groups that completed on time to share how they figured the correct path and what they did when they hit a dead end?

**What have you learned?** The maze represents life's challenges. Sometimes you won't get things right on the first try but persistence and problem-solving can help you find a way to success, whether it's a maze or any challenge. Remember, never give up!



Source: <https://tinyurl.com/5n7w7n5h>

## Activity 4: Ponder over these scenarios below and discuss them in groups (20 minutes)

### GROUP 1

- a) Jesse arrives at school carrying his books in a bag he made from an old T-shirt.
- i) What value is Jesse demonstrating by using a repurposed T-shirt as a book bag?
  - ii) What might have inspired Jesse to create a bag from an old T-shirt?
  - iii) What factors could have discouraged Jesse from taking this creative approach?

### GROUP 2

- b) Learners from Obibedidi SHS start a recycling program where learners collect and sort recyclable materials from their homes and the community. They use the proceeds from selling these materials to fund school projects, such as a new sports field or buying more library books.
- i) What challenges might learners face when creating and maintaining the school recycling project and how can they creatively overcome these obstacles?
  - ii) How can the school encourage increased community involvement in the recycling project and what innovative strategies could be employed to enhance participation and support?
  - iii) What are some creative ways the school could further utilise the resources gained from the recycling project to benefit both the school and the community?

### GROUP 3

- c) Yaw notices that his school's football field floods after heavy rains, making it unusable for days. He gathers a few friends, and they dig small drainage trenches around the field using old hoes and shovels. They also collect gravel from a nearby riverbed to fill the muddy spots. Their efforts improve the field, and they start teaching younger students how to maintain the trenches.
- i) What inspired Yaw and his friends to take action instead of waiting for outside help?
  - ii) What skills or knowledge might they need to keep the football field in good condition?
  - iii) How could the school or community support the students' efforts to maintain the field?

#### NOTE:

Groups present and receive feedback on their work

## Activity 5: Role Play: Planning an event with limited resources (25 minutes)

Your group is required to work together to plan an end-of-year party for 40 learners, using only GHC 400.

### Steps:

1. Split the class into two groups. Each group will be responsible for planning the event within the stated budget. Each group will be assigned one of the following scenarios to plan the party:

#### NOTE:

You have GHC 400 to plan a party for 40 learners. You need to organize food, drinks, decorations, and music without exceeding the budget. How would you do this?

- Scenario 1: The event will take place in a small classroom. With the same GHC 400, how would your group organize the space to make the event fun, engaging, and accessible for everyone?
  - Scenario 2: The party will be outside, but the weather could be unpredictable. How would you ensure the event is enjoyable, regardless of the weather conditions?
2. As a group, role-play the steps your group could take to plan the party within the given resources. Think about:
    - How to assign tasks (e.g., who will handle food, decorations, music).
    - Creative and affordable ways to provide food, drinks, and entertainment.
    - How to handle unexpected challenges, like bad weather or last-minute changes.
  3. After 15 minutes of planning and role-playing, present and receive feedback on your event plan to the class. Your presentation should include:
    - How your group stayed within the GHC 400 budget.
    - What challenges you faced and how you solved them.
    - The roles each group member played in finding solutions.

#### NOTE:

Leader calls 1-2 groups to present and receive feedback on their plan

## Reflection (10 mins)

1. Reflect on today's session activities and share one specific action you will take based on the new knowledge you have acquired.
2. Indicate how confident you are about applying this value by selecting one of the emojis below
  1. 😄 I feel very confident about applying the value.
  2. 😊 I feel satisfied with today's session and I am fairly confident to apply the value in my life.
  3. 😐 I do not feel confident enough to apply the value successfully.
  4. 🤔 I found the session boring so I am unable to apply the value.
3. Select a friend to monitor your behaviour over the week and report on your application of resourcefulness in the next session.
4. You will need to gather empty cans and plastic bottles in preparation for next week's session.



### Activity 1: Recap of previous session on Resourcefulness (20 minutes)

Share one way in which your friend used the value you discussed in Session 17.

### Activity 2: Resourcefulness Challenge (30 minutes)

1. Identify a pressing issue within your school, community, or country.
2. Propose an innovative solution to address this challenge.
3. Draft a brief proposal outlining your solution and present it to a potential funder to secure support. (Your proposal should have a title, the project's objective, the need, the solution and a small budget of the items/ resources you will need to carry out the project, and a call-to-action encouraging funders to support your project).
4. Share proposals with your teacher.

#### Project activity

### Activity 3: Recycled Waste Bins Creation (30 minutes)

#### Materials Needed:

1. Empty cans and plastic bottles of various sizes
2. Strong scissors (to be used under adult supervision)
3. Non-toxic paint and brushes
4. Waterproof adhesive or duct tape
5. Decorative materials (stickers, fabric, markers)

#### Guidelines

1. Learners discuss the importance of recycling and reusing materials.
2. Learners sketch their design ideas for the waste bins on paper.
3. Learners use adhesive or tape to combine cans and bottles into larger bins if desired. Learners can create multi-compartment recycling bins by attaching several containers together.
4. Learners paint the outside of the cans and bottles and allow them to dry.
5. Learners decorate with stickers, fabric, or use markers for personalised designs.



6. Decide where the bins will be placed around the school, class or community to promote effective waste management.

**NOTE:**

Use locally available resources to undertake this project.

## Discussion

Discuss the environmental impact of reusing materials.

**NOTE:**

Leader summarises points raised by learners

## Reflection (10 mins)

1. Share how you will apply the knowledge and skills gained from discussing and applying Resourcefulness

i) in school      ii) in society      iii) in your life

2. Indicate how confident you are about applying this value by selecting one of the emojis below

1. 😊 I feel very confident about applying the value.
2. 😊 I feel satisfied with today's session and I am fairly confident to apply the value in my life.
3. 😬 I do not feel confident enough to apply the value successfully.
4. ? I found the session boring so I am unable to apply the value.



### Activity 1: Silent Reading (5 minutes)

Learners silently read the Purpose, What You Will Learn, How You Will Show What You Know, and the Nature of Leadership.

#### Purpose

This session will help us understand leadership as an essential personal and national value. We will explore different leadership styles and qualities, identify how leadership plays out in school and outside school contexts and build knowledge and skills on how to lead ourselves (personal leadership) and others for a better and positive country.

#### What You Will Learn

When we complete this session on leadership, we will be able to:

1. Understand the meaning and significance of leadership.
2. Identify the characteristics of an effective leader.
3. Develop strategies to positively lead and inspire others.

#### How You Will Show What You Know

1. Recognize and explain the characteristics of a leader.
2. Discuss why effective leadership is important.
3. Describe three leadership styles.
4. Explain how to positively lead and motivate others at home and school.

#### Nature of Leadership

Leadership means being able to inspire, guide and influence yourself and others to achieve common goals. It involves being responsible, honest and having a clear vision. Studying leadership focuses on developing the skills to lead and promote successful teamwork.

A powerful quote by Kofi Annan says, “You’re never too young to lead”. Both adults and young people like us can lead. There is no age tag for leadership. Leadership is not just about titles or positions but about inspiring others, taking responsibility and making a meaningful impact through service and example.

There are different ways (styles) we can lead. We can lead at home, in the classroom, among our friends, in our communities and in our social and religious groups. Most importantly, you can lead yourself!

## Activity 2: Think about this... (10 minutes)

What do you think it means to be a leader, and how do you think this session will help you to practice that based on your reading. (Peer Guide will take responses from 3 learners)

## Activity 3: Leadership Across Ages (30 minutes)

This activity is designed to help us understand young people's leadership potential and belief in overcoming challenges.

### Guidelines

- First, peer guide reads out aloud to the class, the following quote on leadership by Kofi Annan (former United Nations Secretary-General);

**"You are never too young to lead, and you should never doubt your capacity to triumph where others have not."**

- Next, learners silently read this brief text about Kofi Annan for two minutes.

Kofi Annan was a Ghanaian diplomat who served as the seventh Secretary-General of the United Nations from January 1997 to December 2006. He was born on April 8, 1938, in Kumasi, Ghana, and passed away on August 18, 2018.

Kofi Annan was deeply involved in global efforts to combat HIV/AIDS and promoted sustainable development, human rights, the rule of law and peacekeeping. His tenure at the UN was marked by efforts to revitalize the organization and enhance its effectiveness.

In 2001, Kofi Annan and the United Nations were jointly awarded the Nobel Peace Prize for their work in better organizing and reviving the UN system and for their efforts to safeguard human rights, combat HIV/AIDS, and promote economic and social development. Annan was known for his calm and diplomatic approach and was widely admired for his leadership style and commitment to international cooperation, peace and security.

### Individual Reflection

- Write down your initial thoughts and feelings about the quote on a paper. Focus on what the quote means to you.

## Group Work

Work in small groups of fives (5) to share opinions about leadership based on the following prompts.

- a) Kofi Annan believed in the power of young people to lead. How do you think young leaders today can use their unique perspectives to address challenges like indiscipline, climate change, poverty or inequality?
- b) Kofi Annan's leadership focused on diplomacy, peacekeeping, and human rights. What leadership qualities do you think are essential for solving conflicts or addressing challenges faced at school?
- c) Reflecting on Kofi Annan's quote, what are some challenges or opportunities young people may face when stepping into leadership roles? How can they overcome these challenges?

### NOTE:

Leader summarise answers to the prompts

## Activity 4: Leadership styles (35 minutes)

This fun and interactive activity will help to identify and understand the three main types of leadership styles: authoritarian, democratic and laissez-faire.

Let's take a look at the three main types of leadership styles:

1. Authoritarian leadership: In this style, the leader makes decisions without asking for input from others. The leader tells the group what to do and expects it to be followed without questions. It's a "top-down" approach.
2. Democratic leadership: This style involves the leader encouraging input and participation from everyone. The leader makes decisions based on what the group thinks is best.
3. Laissez-faire leadership: In this style, the leader allows group members to make decisions on their own. The leader does not get too involved and trusts the team to take the lead.

Through a series of role-play prompts, we will practice recognizing leadership styles, discuss real-life examples and reflect on our own leadership experiences.

## Guidelines

Warm-Up:

The leader begins with an engaging chant:

Leader: "Lead the way, lead the way!"

Class: "We are ready to follow today!"

The leader then explains:

"We are about to explore three types of leadership styles through short scenarios. After each scenario, the class will guess the leadership style portrayed."

## Scenarios:

### Scenario 1:

Leader:

"Simon is the school prefect for Nomis School. Whenever the student council meets, he makes all the decisions alone and expects everyone to follow without any discussion."

Peer Guide asks the class: "What leadership style is Simon portraying?"

Class responds: (with the appropriate leadership style)

### Scenario 2:

Leader:

"Ama is the captain of her volleyball team. During team meetings, she encourages everyone to share ideas on how to improve. After listening to everyone's input, she helps the group reach an agreement on their training strategy."

Leader asks the class:

"What leadership style is Ama portraying?"

Class responds: (with the appropriate leadership style)

### Scenario 3:

Leader:

"Kojo is the leader of his class project group. He trusts his group members to handle their tasks and only steps in if they need help or ask for guidance."

Leader asks the class:

"What leadership style is Kojo portraying?"

Class responds: (with the appropriate leadership style)

## Discussion:

- Tease out the characteristics of the various leadership styles.
- Name leaders you know (local or international) who exemplify each leadership style and discuss why their style fits the category.
- Give examples of occasions where they have adopted any of the leadership styles in school or the community.
- Which leadership style do you feel most comfortable using?
- Which one would you like to improve?

**Leader calls 2-4 learners to share and receive feedback on their answers to prompts**

## Reflection (10 mins)

1. Ask learners to sit in a circle of five members and share one takeaway from the activity.
  - “What surprised you about the different leadership styles?”
  - “Which style do you think works best in a school setting?”
  - Write one leadership quote on a sticky note or piece of paper and swap with a classmate for inspiration.
2. Indicate how confident you are about applying this value by selecting one of the emojis below
  1. 😊 I feel very confident about applying the value.
  2. 😊 I feel satisfied with today’s session and I am fairly confident to apply the value in my life.
  3. 😬 I do not feel confident enough to apply the value successfully.
  4. ? I found the session boring so I am unable to apply the value.



### Activity 1: Observation Report (Ball Toss Activity) (20 minutes)

This activity encourages learners to reflect on and discuss their leadership experiences from the previous week.

#### Guidelines

During this activity, the leader stands at the front of the room and throws a small ball or a throwable object backward into the class. The student the ball touches or who catches the ball must stand and share an observation about a friend's leadership behaviour during the past week. After sharing, this student must move to the front and throw the ball backward, continuing the cycle until five learners have had a chance to report.

### Activity 2: Scenario-Based Leadership Discussion (30 minutes)

As the newly elected school prefect, Sarah is tasked with organizing a community service day. Her responsibilities include collaborating with fellow learners to assist the elderly with errands and other necessary services. While some learners are excited to join, others feel it's a waste of their time. In addition to coordinating logistics, Sarah must also find ways to inspire and encourage all learners to take part in the event.

#### Discussion

Peer Guide initiates class discussion using the prompts below.

1. In your view, what leadership qualities does Sarah need to coordinate the event and manage differing opinions?
2. How can Sarah motivate unconvinced learners to participate? What strategies might work?
3. Think of a time when you inspired reluctant schoolmates to participate in an activity. How did you overcome their reluctance? What did you learn from that experience that could help Sarah?
4. What are some potential challenges Sarah might face in organizing this event and how could she address them to ensure success?

#### NOTE:

Leader summarises answers to the prompts.

## Project Activities

### Activity 3: Shaping our Classroom Governance (30 minutes)

This activity aims to improve classroom management by engaging learners in the decision-making process.

#### Guidelines

1. Introduction: Peer Guide initiates a discussion on why classroom roles and committees are important for keeping the classroom collaborative and organized.
2. Brainstorming Session: Split into small groups of four or five depending on the class size. Each group will identify new roles (like technology coordinator, environmental steward, etc.) and committees (like welcoming committee, school improvement committee, etc.).
3. Group Presentations: Each group will present their suggested roles for committees and teams and reasons to the class.
4. Committee Membership: Learners join committees based on their interests. After every learner has joined a committee of interest, they can commit to planning the next steps for their respective committees.
5. Planning: The committees will plan activities for the next few weeks and present them to the class at an agreed upon timeline.
6. Class Discussion: Discuss how to fit these committees and teams into existing class structures and how you can take on leadership positions within these teams.

#### NOTE:

Leader summarises points raised in the discussion

### Reflection (10 mins)

1. Write briefly one action you will take to promote leadership in your school or community on a sticky note or piece of paper.
2. Exchange the note with a peer and read aloud the leadership actions.
3. Rate the session by choosing an emoji that reflects how you feel about the day's activities.
  1. 😄 I feel excited about today's session.
  2. 😊 I feel satisfied with today's session, although I needed more clarity on one or two activities.
  3. 😞 I feel frustrated about some of the activities in the session.
  4. 🤔 I found the session unengaging.





### Activity 1: Silent Reading (5 minutes)

Learners silently read the Purpose, What You Will Learn, How You Will Show What You Know, and the Nature of confidence building.

#### Purpose

This session is designed to enable us to understand confidence building by recognising our strengths and appreciating others. The session focuses on how positive feedback and self-reflection can build self-belief.

#### Key Points:

1. Building confidence can be done through practice and encouragement.
2. Positive feedback boosts self-esteem.
3. Everyone has unique strengths.

#### What You Will Learn

When we complete this session on confidence building, we will be able to:

1. Recognise actions and habits that show confidence.
2. Understand our personal strengths and areas we need to improve, helping us know ourselves better and grow.
3. Identify behaviours that can make us feel less confident and learn ways to handle them in real life.

#### How You Will Show What You Know

1. Describe what confidence building means and actions that show confidence.
2. Point out what we are good at and areas we need to improve.
3. Identify behaviours that limit confidence and suggest ways to address them.
4. Apply our knowledge on the concept of confidence building to overcome the challenging situations in our personal or professional life.

## Nature of Confidence Building

I am loud but I don't make a sound

I give you the strength when you feel down

I help you stand tall and proud,

Even when things feel rough.

What am I?

**Justify your response**

### Activity 2: Think about this... (10 minutes)

What do you think it means to be confident, and how do you think this session will help you to practice that based on your reading. (Peer Guide will take responses from 3-5 learners)

### Activity 3: Scenario (20 minutes)

Pearl, a Senior High School student, has been diligently preparing for her manifesto reading, a crucial event that will significantly influence how her peers perceive her leadership potential. She has devoted weeks to ensuring her speech is well-polished and impactful.

As the day draws near, however, Pearl begins to feel a surge of anxiety, doubting her abilities and worrying about potential mishaps: "What if I forget my lines? What if the class disagrees with my policies? What if I stumble over my grammar?" These doubts weigh heavily on her mind.

Recognizing the importance of confidence building for a leader, Pearl takes a moment to reflect on her capabilities. She challenges her negative thoughts and affirms herself: "I can do this. Nothing is too hard for me. My grammar is on point, and my policies are well-thought-out. They will vote for me."

With this renewed sense of self-assurance, Pearl channels her preparation and belief in herself into a powerful presentation, embodying the qualities of a confident leader.

### Guiding Questions

Using think-pair-share, in small groups of twos.

1. Share your thoughts about what you think the outcome of the manifesto-reading will be.
2. What other actions can Pearl take to strengthen her confidence ahead of the manifesto reading?
3. What are the support systems Pearl can rely on?

## Activity 4: Gratitude Circle (20 minutes)

### Guidelines

The leader explains the purpose of the activity:

Gratitude is powerful - it helps us feel valued and appreciated. Focus on recognizing the strengths and positive traits in each other to boost our confidence.

1. Ask everyone to think about qualities or actions they appreciate in their classmates. For example, a time when someone showed kindness, helped or demonstrated a particular strength.
2. Ask the entire class to sit in a circle; peer guides ensure that 2 - 5 learner gets a turn at expressing their gratitude, with each person sharing a statement of gratitude or appreciation for the person on their right. Encourage them to be specific. For example:

"I appreciate how you always help explain math problems when I'm stuck."

"Your presentation last week showed a lot of confidence, and it inspired me." (15 min)

After everyone has shared, facilitate a short discussion:

1. How did it feel to hear positive feedback about yourself?
2. How did it feel to give appreciation to someone else?
3. What qualities did you discover in yourself that you had not realized before?

## Activity 5: The Feedback Sandwich (Learning how to give feedback in a way that builds confidence (25 minutes)

### Guidelines

1. Explain the concept of feedback to the class by reading the text below-

Feedback is a way to help others grow by sharing what they are doing well and what they can improve. Giving feedback the right way is just as important as receiving it. We will use a simple method called the 'Feedback Sandwich,' which helps make feedback constructive and kind.

### Feedback Sandwich:

- **Step 1** – Positive Feedback (Top Bun): Start with something positive about the person's work or behaviour.
- **Step 2** – Constructive Criticism (Filling): Offer one area for improvement, but do so in a way that's helpful, specific and respectful. E.g.: "However, one thing to work on would be the pacing of your speech. At times, it felt like you were rushing through the speech. Slowing down a bit could help your audience better follow your ideas, and you will come across as more confident in your delivery."
- **Step 3** – Positive Reinforcement (Bottom Bun): End with another positive statement to leave the person feeling motivated.

**Demonstration:**

"I really liked how well you explained the concept in your presentation (positive). However, I think you could slow down a bit to make sure everyone can keep up with the ideas (constructive criticism). Overall, you did a great job engaging the class and I'm excited to see your next presentation."

**Pairing and Practice:**

1. Group learners in pairs. Give learners 5 minutes each to complete an artwork or poem of their choice.
2. Each pair will take turns giving and receiving feedback. One student will share a piece of artwork, and the other will provide feedback using the sandwich method. Then, they switch roles.
3. After everyone has had a turn, bring the group back together for a brief discussion:
  - How did it feel to give and receive feedback? Was it easier to accept criticism when it was balanced with positive comments?
  - How can we apply this feedback method in our daily interactions?

Encourage everyone to participate including quieter classmates.

**Reflection (10 mins)**

1. Reflect on today's session activities and share one specific action you will take based on the new knowledge you have acquired.
2. Indicate how confident you are about applying this value by selecting one of the emojis below
  1. 😊 I feel very confident about applying the value.
  2. 😊 I feel satisfied with today's session and I am fairly confident to apply the value in my life.
  3. 😬 I do not feel confident enough to apply the value successfully.
  4. ❓ I found the session boring so I am unable to apply the value.
3. Select a friend to monitor your behaviour over the week and report on your application of Building Confidence in the next session.



### Recap (20 minutes)

Share one example of how your friend demonstrated confidence as discussed in session 21

### Activity 1: Confidence Building through Appearance

#### Guidelines:

#### Step 1: Group Discussion (10 minutes)

Begin with a discussion on how personal appearance impacts confidence. Use questions such as:

- How does dressing well or grooming make you feel in a group setting?
- What are some challenges you face in maintaining a confident appearance?

#### Step 2: Confidence Stations (40 minutes)

Set up 4 stations where learners can explore different aspects of appearance and confidence. Learners rotate through each station:

##### 1. Dressing Station:

- Demonstrate how to fix a necktie, how to style a suit, or wear a traditional cloth, hijab or other school specific clothing for different occasions, etc.
- Discuss how their choice of clothing reflects their personality and boost their confidence.

##### 2. Grooming Station:

- Demonstrate simple grooming techniques (e.g., fixing a neat hairstyle, brushing of teeth, how to bath, etc).
- Share tips on using deodorant or scents to feel fresh.

##### 3. Posture and Body Language Station:

- Practice standing straight, smiling and making eye contact in a role-play scenario (e.g., introducing themselves to a new classmate).

##### 4. Compliment Station:

- Each student writes one compliment for themselves and one for a peer. Compliments are shared in a circle to build mutual confidence.

### Step 3: Reflection and Sharing (10 minutes)

Bring learners back together to reflect on the experience:

- What changes are you excited to try to boost your confidence?

### Reflection on whole session (10 mins)

1. Reflect on the activities you have done in this session and share one benefit of applying confidence in real life.
2. Indicate how confident you are about applying this value by selecting one of the emojis below
  1. 😊 I feel very confident about applying the value.
  2. 😊 I feel satisfied with today's session and I am fairly confident to apply the value in my life.
  3. 😬 I do not feel confident enough to apply the value successfully.
  4. ? I found the session boring so I am unable to apply the value.

## References

- Agbozo, E., & Spasso, K. (2019). Social media as a trigger for positive political action: The case of Ghana's fight against illegal small-scale mining. HYPERLINK "<https://www.tandfonline.com/journals/rajs20>" *African Journal of Science, Technology, Innovation and Development* 11(5), 611-617
- Amoah A., & Korle, K. (2020). Forest depletion in Ghana: the empirical evidence and associated driver intensifies. *Economic Review* 2(1):61–80
- Brown, H.D., & Lee, H. (2015) Teaching by principles: an interactive approach to language pedagogy. *Pearson Education, New York*.
- Cobbinah, S. J., Anyidoho, L. Y., Nyame, F. & Hodgson, I. O. A. (2010) Water quality status of dugouts from five districts in Northern Ghana: implications for sustainable water resources management in a water stressed tropical savanna environment. *Journal of Environmental Monitoring and Assessment*, 167(4), 405–416
- Crawford, G., & Botchwey, G. (2018). Counting the cost of illegal mining in Ghana. *The Extractive Industries and Society*, 5(3), 329-335.
- Owu-Ewie, C., & Eshun E. S. (2019). Language representation in the Ghanaian lower primary classroom and its implications: the case of selected schools in the Central and Western Regions of Ghana. HYPERLINK "[https://benjamins.com/online/ebop/publications?f\\_Publications.journal\\_id='Current Issues in Language Planning](https://benjamins.com/online/ebop/publications?f_Publications.journal_id='Current Issues in Language Planning)" 20(4), 365–388
- Osmanu, K. I., & Amin, A.M (2023). Sanitation and hygiene practices in Northern Ghana: An analysis of household health risks. *Ghana Journal of Development Studies*, 20 (1), 162 - 182
- Smith, R. D. (2020). Strategic planning for public relations. New York: Routledge
- Yeboah, S. I. I. K., Antwi-Agyei, P., & Domfeh, M. K. (2022). Drinking water quality and health risk assessment of intake and point-of-use water sources in Tano North Municipality. *Ghana, Journal of Water, Sanitation and Hygiene for Development*, 12 (2), 157–167.

### 1.0. Terms of Reference for Class Peer Guide (s) as Facilitators of the Values Learning Community (VLC) Sessions

Peer Guiding is a support service under guidance and counselling where a learner leads with shared experiences to help one another navigate everyday school life. Peer Guides draw from their own experiences to offer guidance, empathy and encouragement, making it a powerful approach to promoting positive behaviour change and enhancing the life skills of young people. This approach is grounded in the belief that young people are more likely to adopt new behaviours when influenced by those they know and trust (GES Safe Schools Initiative, 2018). Peer Counselling creates a safe space for open discussions on sensitive topics, reducing intimidation and stigma. A Peer Guide is a trained member of a class who provides support and encourages positive change among peers. Peer Guides will facilitate the implementation of the newly developed Essential Values for Ghanaian Youth Handbook. The trust and comfort within these relationships allow for meaningful conversations that lead to personal growth. Peer Guides serve as role models, demonstrating positive attitudes and behaviours that inspire others. As facilitators of the Values Learning Community (VLC) sessions, Peer Guides will provide informal and formal assistance to students by offering guidance, emotional support and information on available response mechanisms. Their role includes promoting respectful behaviour, breaking the silence around harassment and empowering students to seek help without intimidation or stigma. Through their active involvement, Peer Guides will contribute to building a safe, supportive and harassment-free school environment for all learners.

### 1.1. Nomination of Class Peer Guides as Facilitators of VLCs

Peer Guides (PGs) are important role-players in making a school/class safe, and their active and engaged participation in the life of the school makes an important contribution. To ensure that the process of selection of leaders as Peer Guides is consultative, each class may choose individuals or in other cases, accept volunteers. It is expected that in mixed-sex schools, the two (2) chosen PGs are female and male.

The below criteria should guide the class:

- a) Have no case of indiscipline reported against them
- b) Have no history of disciplinary actions against them
- c) Demonstrate a strong commitment to gender and social inclusion issues
- d) Command respect among their peers
- e) Have the skills and experience acceptable for the role

Once selected by the class, the two Peer Guides shall formally accept the position through a written commitment (letter or swearing an oath of service). This acceptance signifies their dedication to upholding the responsibilities of a Peer Counsellor, including maintaining confidentiality, offering support to peers, and promoting a safe and respectful school environment. Peer Guides will undergo training to equip them with the necessary skills and knowledge to effectively carry out their roles.



All Peer Guides will be managed by School-Based Counsellors, with support from the Guidance and Counselling Committee or Team. This structure ensures that Peer Guides receive continuous supervision, guidance, and the necessary resources to effectively assist their peers while maintaining ethical standards in their role.

## **1.2. Personality Traits of the Peer Guides**

The Peer Guides must have attributes and behaviours that translate into how they work and interact with all actors of the school community. S/he must:

- a) Be a good listener with impeccable probing skills
- b) Be non-judgmental
- c) Be objective
- d) Be empathetic
- e) Maintain confidentiality
- f) Be professional (in speaking, body language, etc)
- g) Know when to refer and know school support systems
- h) Be approachable and easily accessible to peers
- i) Demonstrate strong 21st-century skills, Social-Emotional Learning (SEL), problem-solving abilities, critical thinking and decision-making skills etc.)
- j) Respect diverse perspectives and cultural differences while promoting a safe and inclusive environment for discussions
- k) Encourage and promote positive behaviour change
- l) Exhibit patience and emotional intelligence
- m) Be assertive and proactive in identifying and addressing general and peer concerns
- n) Show commitment to continuous learning and self-improvement

## **1.3. Roles and Responsibilities of Peer Guides**

1. Provide guided mentorship by supporting peers in overcoming personal and school challenges.
2. Lead the facilitation of the Essential Values for Ghanaian Youth Handbook during VLC sessions.
3. Offer a listening ear and provide advice on personal or academic concerns.
4. Connect peers with relevant resources, such as guidance and counselling services, academic, career, and tertiary support, and psychosocial and guidance services support.
5. Share knowledge and information on specific topics, such as health, wellness, time management etc.
6. Promote a sense of community among peers by building connections and being advocates for Gender Equality and Social Inclusion (GESI) and Inclusivity.

7. Support in the organisation and coordination of events, such as workshops, seminars, or awareness campaigns related to guidance and counselling
8. Peer Guides must familiarise themselves with the new Framework for Guidance & Counselling Services in Ghana's Secondary Education Institutions (November 2023), Essential Values for Ghanaian Youth Handbook (December 2024), Ghana Education Service Safe Schools Training Handbooks on Safe Schools (July 2018) among other relevant resources.

## 2.0. Modalities for Engagement

As teachers attend their Professional Learning Community (PLC) sessions, learners will have the opportunity to participate in their own Value Learning Community (VLC) sessions. The sessions will be led by Peer Guides or Guides. Young people in second cycle institutions in Ghana will go through self-led weekly sessions to learn valuable lessons that will shape character, decisions, and interactions.

### Role of the School Guidance and Counselling Coordinator

The School Guidance and Counselling (G&C) Coordinator plays a crucial role in overseeing the Peer Guides and ensuring the effective implementation of Value Learning Community (VLC) sessions in the school. Their responsibilities include pre-briefing, monitoring, and debriefing sessions to ensure that Peer Guides are well-prepared, supported, and able to facilitate meaningful discussions with their peers. The G&C Coordinator may have a support team consisting of members from the G&C Committee, National Service Personnel, Lead for Ghana Fellows, Learner Guides and other members.

### Meeting with Peer Guides Before VLC

The G&C Coordinator and support team must:

- schedule to meet all Peer Guides a day before each VLC session to provide guidance and ensure facilitation readiness.
- review the session's topics and activities with Peer Guides, clarifying key points and expected outcomes.
- discuss the structure of the session in detail, innovate delivery strategies, ensuring that each activity is well understood and appropriately planned.
- ensure that session timing is slightly adjusted, using slightly less time than indicated in the manual - to allow for open and unrushed discussions.
- assign a timekeeper to help manage time effectively. Encourage Peer Guides to rotate this role among learners, week by week.
- remind Peer Guides to be conscious of setting the modalities of each engagement – session rules and regulations – class control, respect of opinions, time management, note taking or journaling among others.

**Pre-briefing sessions** must be conducted weekly to prepare Peer Guides for upcoming VLC sessions. School management is encouraged to schedule PLC/VLC sessions in the mornings. School management is strongly encouraged to schedule Professional Learning Communities (PLC) and Value Learning Community (VLC) sessions in the morning to maximize engagement, participation, and impact. Morning sessions may ensure that students and staff are mentally alert, refreshed, and more receptive to meaningful discussions.

**Debriefing sessions** must not be postponed and should be organised preferably during prep time in the evenings. Debrief sessions will be used to evaluate and reflect on the day's session. During the debriefing, Peer Guides and the Coordinator discuss key aspects of the VLC, including:

- Session highlights: Positive moments, successful discussions, and key takeaways.
- Low points: Challenges faced, difficulties in engagement, or areas that need improvement.
- Questions requiring further guidance: Issues raised by students that need the input of the School Counsellor.
- Additional support needed: Any materials, resources, or assistance required by Peer Guides to improve their facilitation.
- Any questions that require the School Counsellor's direct intervention will be addressed at the next school assembly to ensure clarity and proper guidance for all students.

### Appendix A: Ghana National Anthem

*God bless our homeland Ghana  
And make our nation great and strong  
Bold to defend forever  
The cause of Freedom and of Right  
Fill our hearts with true humility  
Make us cherish fearless honesty  
And help us to resist oppressor's rule  
With all our will and might for evermore  
And help us to resist oppressor's rule  
With all our will and might for evermore...*

*Hail to thy name, O Ghana,  
To thee we make our solemn vow:  
Steadfast to build together  
A nation strong in Unity;  
With our gifts of mind and strength of arm,  
Whether night or day, in mist or storm,  
In every need what'er the call may be,  
To serve thee, Ghana, now and evermore.*

*Raise high the flag of Ghana  
And one with Africa advance;  
Black star of hope and honour,  
To all who thirst for liberty;  
Where the banner of Ghana freely flies,  
May the way of freedom truly lie  
Arise, arise, O sons of Ghanaland,  
And under God march on for evermore.*



## Appendix B: Ghana National Pledge

*I promise on my honour to be faithful and loyal to Ghana my Motherland  
I pledge myself to the service of Ghana, with all my strength and with all my heart  
I promise to hold in high esteem our heritage, won for us through the blood and toil of our fathers  
I pledge myself in all things to uphold and defend the good name of Ghana  
So help me God*

## Appendix C: Ghana Youth Anthem

*Arise Ghana youth for your country  
The nation demands your devotion  
Let us all unite to uphold her  
And make her great and strong  
Refrain;  
We are all involved  
We are all involved  
We are all involved  
In building our motherland...*



## Glossary

<b>Biased source</b>	Selecting a place where one got information from based on opinion only
<b>Citation</b>	Indicating where given information can be found
<b>Concept</b>	An idea
<b>Consequences</b>	What happens due to a particular action or event
<b>Conspiracy theory</b>	Thinking that a person or an organization is causing an unexplained bad thing
<b>Curios</b>	Eager to know or learn something
<b>Doctored</b>	Change the appearance of a picture to deceive people
<b>Empathy</b>	Understanding and sharing the feeling of another person
<b>Ethics</b>	Moral ways of behaving
<b>Fact-checking</b>	Finding out to ensure that all the information in a document is correct
<b>False quotes</b>	Using a false statement to support an argument
<b>Hoax</b>	Actions to trick someone to believe something that is not true
<b>Justification</b>	Right reason for doing something
<b>Module</b>	A unit of study in the handbook
<b>Participate</b>	Take part in an activity
<b>Reflect on</b>	Think carefully about
<b>Responsibility</b>	Something a person or an organization is required to do
<b>Satire</b>	Making something or someone look bad and making fun of the thing or person
<b>Sponsored content</b>	A statement in an article which someone was paid to write
<b>Tolerance</b>	Understanding and accepting behaviours that are different from one's own
<b>Traditional</b>	Ways of acting that people from any culture have followed for a long time
<b>Unpatriotic</b>	Not showing love or support for one's country

## MEANINGS OF ADINKRA SYMBOLS



**1. Good farmer**

A symbol of diligence, hard work, and entrepreneurship.



**2. Moon and Star**

A symbol of faithfulness and constancy.



**3. Conjoined crocodiles**

A symbol of unity in diversity giving a common destiny.



**4. Measuring rod/measuring/balancing scale**

A symbol of belief in the best that one can be in any endeavour—abhorrence of imperfection or faulty scales.



**5. The hen treads upon her chicken but she does not kill them**

A symbol of intentional character formation or positive behavioural modification.



**6. I have heard and kept it**

A symbol of obedience, wisdom and knowledge.



**7. Changing oneself: playing many roles)**

A symbol of versatility.



**8. Palm tree**

A symbol of wealth, resourcefulness, and self-sufficiency.



**9. A State or ceremonial sword**

A symbol of authority and gallantry.



**10. Horns of ram**

A symbol of strength and confidence

## Acknowledgments

Special thanks to the Directors-General of the Ghana Education Service (GES) and the National Council for Curriculum and Assessment (NaCCA) for their leadership in ensuring this handbook is developed for young people.

To our partners - the National Union of Ghana Students (NUGS), the Youth Advisory Board, Lead for Ghana, Honour Ghana and Transforming Teaching, Education and Learning (T-TEL), we greatly appreciate your active collaboration, insights and support throughout this process.

The writing team was made up of the following contributors:

### Student writers and Chaperones

SCHOOLS	CHAPERONES	STUDENT WRITERS
Bibiani SHTS	Kwame Agyei Domfeh	Franca Dadzie
Accra Academy	Pearl Agbetor	David A. Armah
Dadieso SHS	Collins Ampah Mensah	Precious Adepa Hagan
Bimbila SHS	Abdulai Abubakari	Mensah Beatrice Sena
Kibi SHTS	Daniel Dwamena Ofosu	Jessica Nubuor
		Agbolosu Celestine Yayra
Wa SHS	Iddrisu Rufiatu	Mary Basonabe Bening
		Ibrahim Huzianatu
Bontrase SHTS	Dominic Kofi Abban Quarshie	Kate Kudjoe
Odupong SHS	Eugene Laryea Odai	Micheal Tetteh
Gyamfi Kumanini SHTS	Andrews Amankwaah	Anita Twumasi
Juaben SHS	Michael Opoku	Philip Amankwah
Notre Dame Girls SHS	Vincent Asiedu Appiah	Amoah Juliana
		Dwabeng Serwaa Priscilla
Ada SHTS	Mark Dickson Kwame Tornu	Keziah Osarfo
Salaga SHS	Haruna Tajudeen	Aminu Amishawu
Tamale SHS	Adeline Nyabu	Pearl Akos Owusu
Zebilla SHTS	Gabriel Apoteele Akologo	Ayembilla Joyce Wintit



Ogyeedom SHTS	Benedicta Ama Yekua Etuaful	Godwin Amoah
Ghana SHS, Koforidua	Monica Maakor Otumfuo (Mrs)	Boateng Ivy Asantewaa
Notre Dame Seminary SHS	Michael Abugraugo	Suolo Bening Daniel
Gyarko Comm. Day SHS	Ali Dan Akla	Ayangba Francisca Welam
Mabang SHTS	Duodu Mervyn	Sandra Akwei
Oti SHS	Nutakor Henrietta Enya	Essey Mercy
Nalerigu SHS		Issah Khadijah

### Emerging Writers

WRITERS	INSTITUTIONS/ORGANIZATIONS
Boakye Edward Appiah	Author
Joachim Desewu	University of Professional Studies, Accra (UPSA)
Eoudia Appiah	Kwame Nkrumah University of Science & Technology (KNUST)
Larry Agbador	Teacher Education Journal (TEJ)
Patience Abena Asare	University of Development Studies (UDS)
Yakub Miftahu	Kwame Nkrumah University of Science & Technology (KNUST)
Prince Appiah Kubi	Abetifi College of Education
Alexander Adotey	University of Cape Coast (UCC)
Mbah Chukwuebuka Eunice	University of Professional Studies (UPSA)
Prosper Michael Ametu	Kwame Nkrumah University of Science & Technology (KNUST)
Maxwell Adinavi	University of Cape Coast (UCC)
Abdul Rahman Musah	Ghana Institute of Journalism (GIJ)

GES TEAM	
Director Prince Agyemang Duah	Roland Takyi
Director Gifty Sakyi-Bremansu	Wilson Klebi
Faustina Graham	Sarah Kumi
Ferguson Kwame Sadisu	Deborah Serwaa Frimpong
NaCCA	
Genevieve Mensah	
HONOUR GHANA	
Dr. Emmanuel Odame	Adinan Mwininsua Haruna
Dr. Patrick Akosa	Maryam Lardi Kamil
Naziha Alhassan	
NATIONAL UNION OF GHANA STUDENTS (NUGS)	
Daniel Nii Korley Botchway	Pinamang Lawrencia
Daniel Opong Kyeremeh	Henry Jesse Gandah
Samuel Bortei	
GHANA FACTS	
Rabiu Alhassan	Gifty Tracy Aminu
LEAD FOR GHANA	
Daniel Dotse	Ebenezer Kobina Boamah
Albert Elorm Apatay	Davies Kaufmann
Avis Adjacodjoe	
YOUTH ADVISORY BOARD	
Lucky Adeline Aanomah	Dina Kessewaa Mintah
Collins Baffour Kyei	Perpetual Sroda Mansah Wadjoly

TRANSFORMING TEACHING, EDUCATION & LEARNING (T-TEL)	
Robin Todd	Hannah Tinyep Moby
Professor Jonathan Fletcher	Beryl Opong-Agyei
Betty Djokoto (Mrs)	Dinah Adiko
Patty E. Assan	Marjorie Tackie
Emmanuella Naa Adjeley Sowah	

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting or typing. There are no margins, text, or other markings on the page.

[illegible]

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting or typing. There are no margins, text, or other markings on the page.